

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q566

School Name:

QUEENS HIGH SCHOOL OF TEACHING, LIBERAL ARTS AND THE SCIENCES

Principal:

JAE CHO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens High School of Teaching School Number (DBN): 26Q566
Grades Served: 9-12
School Address: 74-20 Commonwealth Blvd Bellerose, NY 11735
Phone Number: 718-736-7100 Fax: 718-736-7125
School Contact Person: Jae Cho Email Address: Jcho3@schools.nyc.gov
Principal: Jae Cho
UFT Chapter Leader: Laurie Kucic
Parents' Association President: Sandra Dastagirzada
SLT Chairperson: Jae Cho
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): Cristian Dorta
Kiara Thomas

District Information

District: 26 Superintendent: Elaine Lindsey
1 Fordham Plaza 8th Floor Bronx, NY 10458
Superintendent's Office Address: _____
Superintendent's Email Address: Elindse@schools.nyc.gov
Phone Number: 718) 741-3157 Fax: (718) 741-7098

Borough Field Support Center (BFSC)

BFSC: Queens Director: Lawrence Pendergast
28-11 Queens Plaza North Long Island City, NY 11101
Director's Office Address: _____
Director's Email Address: LPender@schools.nyc.gov
Phone Number: (917) 225-2020 Fax: 718-391-8320

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)
Jae Cho	*Principal or Designee	
Laurie Kucic	*UFT Chapter Leader or Designee	
Sandra Dastagirzada	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Christian Dorta	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kiara Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sandra Chin	Member/ Parent	
Anna Cucchiara	Member/ Parent	
Dania Rodriguez	Member/ Parent	
Geraldine Coppola	Member/ UFT	
Jacqueline Wint	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.

Queens High School of Teaching Mission Statement

The Queens High School of Teaching is different by design; developing diverse learners who are prepared to become leaders, and teachers, in their communities and productive members of a global society. Our Small Learning Communities (SLC) provide a framework where students are encouraged to perform to their highest potential through differentiated instruction, student centered classrooms and instilling school wide values. Creating an inclusive environment, we promote the ethical and moral development of our students. Through distributive leadership, students, staff, parents and other stakeholders fully participate in the teaching and learning process, while continuously reflecting, assessing and modifying our practices. As a proving ground for sound educational pedagogy, we are committed to insuring our students becoming lifelong learners enabling them to adapt to an ever changing world.

QHST provides the following unique instructional programs:

Teaching Institute – Students are able to experience practical teaching internships with teaching professionals at one of the three campus or surrounding schools and attend weekly teaching seminars. Students who successfully participate in the TI program will graduate with a teaching diploma.

Student Centered Inquiry Based collaborative classrooms - Students work in groups that are mapped based on student performance data. Teacher teams continue to monitor performance and as a result, students are regrouped periodically.

Extended School Year - Our unique instructional work is also evident in our extended year summer program where interdisciplinary teams aim to address the student's learning needs. Interdisciplinary teacher teams design summer curriculum framed around a common theme. The program has been a recipient of grants and awards. Other schools have also used this program as a model for their summer program.

Mixed Ability and Inclusive Environment – QHST uses data driven student grouping to create differentiated classrooms. Students with special needs are placed in ICT classrooms and are supported by a team of interdisciplinary teachers. QHST also has a collaboration with the onsite District 75 program where up to three students are included in each GLT across the communities. In total we have approximately 30 fully included D75 students. The students are supported by D75 SETTS providers who are embedded members of the QHST staff and also serve as advisors in QHST. Additionally, QHST has approximately 21% of our student population designated as SWDs.

Student Culture

• **Student voice** – Student voice is an important component of our school culture. Each SLC has their student government who are elected into office. To align the voice of students across all three SLCs, all students who are elected into office participate in a weekly leadership seminar with our COSAs. This provides a structured forum for adults and students to communicate on a regular basis. Our Advisory structure also allows students with a forum to communicate and raise issues in a small group setting. Guidance Counselors, APs and teachers communicate regularly with students through this structure regularly. Lastly, all administrators, teachers and staff have an open door policy with students.

• **Summer Bridge** - All incoming 9th grade students are offered the opportunity to participate in our summer bridge program. This program was designed by staff and students to ease the transition from junior high to high school from

both an academic and social emotional standpoint. The program is four days of workshops and activities facilitated by current QHST students and our COSA. We cover important topics such as: school wide values, organizational techniques, decision making skills, problem solving, communication skills, and team building.

- **Personalized Learning Environment** – Our GLT and Advisory structure support our core value of offering a personalized learning environment where students are known well. Teacher teams meet three times a week to discuss students, curriculum, engage in professional learning and develop student interventions.
- **Social/Emotional Development Clubs** – Through clubs like Save our Society and Habitat for Humanity, students have the opportunity to develop their social emotional character values of respect, acceptance and compassion.

Community Culture

- **Leadership Breakfast** - The Annual School Leadership Breakfast allows all of our community partners and leaders the opportunity to gather together to reflect on our partnerships and celebrate the many accomplishments that have resulted from the collaborations. NYC Councilman Mark Weprin, Congresswoman Grace Meng, NYC Councilman Leroy Comrie, State Assemblyman David Weprin and State Senator Tony Avella were among the community leaders that were represented at the leadership breakfast. In addition, leaders from our community partners (i.e. Samuel Field Y) and university partners (Queens College, Adelphi University, St. John's University) all attend this event.
- **College Awareness and Financial Aid Nights** – QHST embraces the goal of ensuring that our students are provided with the maximum opportunities to become college and career ready. We continue to invite the school community to attend these events around the college application process and financial aid. Through the combined efforts of our PTA, COSAs, and Guidance Counselors, these evenings continue to be very well attended and highly informative.

Collaborative Environment, Communication and Professional Learning

- **Grade Level Teams** - Our Grade Level Team (GLT) model cultivates a collaborative culture for professional learning. SLC APs meet with GLT Team Facilitators (TF) weekly to provide guidance, develop agendas and at times, create activity guides for GLT meetings. Teacher teams share student data during weekly kid talk sessions and implement interventions and behavioral/academic supports for students. Additionally, GLTs engage in Critical Friends Group sessions and engage in action research projects (i.e. inquiry projects).
- This GLT structure also provides the Principal the opportunity to visit grade teams and discuss school wide issues related to instruction and student interventions. GLTs are also used to conference with parents. In one example, a grade team facilitated an intervention workshop for struggling students and parents on how they can improve their academic experience. GLTs also provide the opportunity to celebrate and recognize student work accomplishments. As the grade team shares the same ~100 students, they plan interdisciplinary projects. In many cases, student groups present these projects through an exhibition to the entire grade team of teachers and students.
- **Principal Information Sheet** – The Principal Information Sheet is a communication tool sent by the principal to all staff on a weekly basis. This tool is used to communicate our instructional vision, celebrate best practice, student/teacher successes, and share resources with staff and students.

College Preparedness and Readiness Culture

- **St. John's Advantage and Senior Seminar:** All QHST Seniors are enrolled in a cross community senior elective to enrich their senior year experience and give them the opportunity to learn alongside seniors from other communities. Several of these engaging courses have been accredited by St. John's University. Students can earn up to three transferable college credits through this partnership.

- **CUNY at Home in College** – These transition Math and English courses are intended to prepare students for the CUNY Assessment Tests and success in college credit course ([More information about the CUNY Assessment Tests](#)). Students receive fee waivers for the CUNY application, college access activities, including help with completing on-line college applications, filing for financial aid, college visits, learning about different careers and programs of study, and enrolling in college.
- **Bridge to College** - This summer program assists graduating seniors with college matriculation, and advisement and other assistance during the first year of college if participating students enroll in a partnering CUNY community college
- **AP Classes** – We offer three AP courses and are looking to add additional AP courses next year.
- **College Now** – This free program is designed to prepare New York City’s high school students for college to ensure we have a class in each content area. The program offers eligible students ways to improve their high school performance and get a head start on college by taking academic courses for high school and college credit.
- **College Support and Events** - We also help students prepare for college by facilitating a number of trips to colleges and college fairs. In addition, our guidance team facilitates “Junior” and “Senior” nights where students and parents learn more about the financial aid and college application process. Our Guidance Counselors also facilitate an activity where freshmen are introduced to the college application process. Freshmen students go through an exercise where they have to upload their transcript results into a SUNY database, which creates a college going culture from the 9th grade. We also have partnerships with Kaplan and Princeton Review who facilitate workshops around SAT preparation. They offer SAT prep and simulations in our building for students.

With respect to the Framework for Great Schools, the school has made progress around the area of Rigorous Instruction. A shared understanding of how student’s learn best, called the QHST Instructional Framework, was designed and implemented over the last few years. Although this continues to be a work in progress, we have seen an improvement in student performance in scholarship data, regents performance data and graduation data.

An area we are looking to improve is teacher collaboration. A pillar of QHST’s instructional model involved the work of Grade Level Teams (GLT). GLTs consisted of an interdisciplinary team of teachers that support a shared cohort of approximately 100 students. GLTs also met three times per week for three one hour meetings, each with a specific focus: Kid Talk, Professional Learning and Organizational Day. The school moved away from this model last year, but through a collaborative process, decided to bring this structure back. We are redefining the work of our GLT work with the lens of a Disciplined Collaboration Model. Disciplined Collaboration is designed with the impact on the learner firmly in mind. This model offers a clear theory of action focusing on creating the conditions and outlining the skills necessary to support positive and effective collaborative learning. The three phases of the Disciplined Collaboration Model (Innovate, Implement and Evaluate) provide the structure for this approach to the aspects of our GLT work.

26Q566 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	1124	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	43	# Integrated Collaborative Teaching	31
Types and Number of Special Classes (2014-15)					
# Visual Arts	20	# Music	N/A	# Drama	2
# Foreign Language	33	# Dance	N/A	# CTE	10
School Composition (2013-14)					
% Title I Population	0.7%	% Attendance Rate			91.3%
% Free Lunch	51.6%	% Reduced Lunch			13.8%
% Limited English Proficient	2.2%	% Students with Disabilities			19.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.9%	% Black or African American			44.4%
% Hispanic or Latino	18.5%	% Asian or Native Hawaiian/Pacific Islander			24.8%
% White	9.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.93	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			17.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)			5.56
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	82.7%	Mathematics Performance at levels 3 & 4			64.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	86.3%	% of 2nd year students who earned 10+ credits			83.1%
% of 3rd year students who earned 10+ credits	86.8%	4 Year Graduation Rate			90.4%
6 Year Graduation Rate	92.9%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	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			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			NO
White	NO	Multi-Racial			N/A
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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.

Rigor at the Queens High School of Teaching involves having an inquiry based instructional model. The best practice inquiry-based classroom at the Queens High School of Teaching facilitates learning through questioning, utilizing multiple sources and representing diverse perspectives. Learning in the classroom is student centered and collaborative and fosters analysis and high order thinking. As a result of the inquiry process, students create new knowledge that is authentic, relevant, and applicable to the real world. To support and reflect this idea of rigor, QHST has developed an instructional framework aligned to the Danielson Framework for Teaching. The Common Core Learning Standards, which promote college and career readiness, play a key role in providing students with a rigorous learning experience.

Area of Focus - QHST’s Goal Assessment Loop (Competency 3d – Using Assessment in Instruction) – This cycle of creating lessons aligned to Common Core Learning Standards and then identifying and sharing measurable student friendly learning goals) is at the core of our goal assessment loop and allows for a cycle of differentiated instruction as data is consistently gathered to plan for different types of learners and subgroups (SWD, ELLs). By clearly identifying what students should be able to do and learn, teachers are able to create lessons that are aligned to these learning goals and use formative assessments to check for understanding. Based on the data received from the formative assessments, teachers can analyze data and make informed decisions on next steps with respect to student learning experiences. Although we are making progress in this area, analyzing observation data with respect to competency 3d suggests this area can be improved.

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 2015, in line with Competency 3d of Danielson Framework for Teaching aligned Teacher Evaluation System, 90% of teachers will consistently implement “effective” formative assessment strategies that directly align to shared student friendly learning goals.

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 Rigorous Instruction and the Common Core 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?
<ul style="list-style-type: none"> • A comprehensive PD plan with a focus on our Instructional Framework for the year will provide a focus on our goal assessment loop through the use of monthly faculty meetings and Grade Team professional learning time. 	All Teachers	Sept - May	Administration
<ul style="list-style-type: none"> • Instructional Coaches will provide feedback and coaching notes after classroom visits. • We have partnered with a former Adelphi University student teacher supervisor to provide support for our eleven untenured teachers. She has scheduled individual meetings/observations with untenured teachers as well as large group meetings where teachers discuss and share ideas around instruction . 	All Teachers	Sept – June	Administration, Instructional Coaches and Untenured Teacher Coach
<ul style="list-style-type: none"> • Principal, APs, Team Facilitators and teacher teams will facilitate learning walkthroughs to share best practice and align our focus around the identified instructional goals. 	Teacher Teams	Oct – June	Teacher Leaders, APs, Principal
<ul style="list-style-type: none"> • GLT Facilitators will facilitate Critical Friend’s Group sessions. Teacher teams will analyze student work and make informed decisions to improve their own professional practice. 	Teacher Teams	Sept – June	APs and Teacher Team Leaders

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>Teacher Facilitation of In House Instructional Workshops</p> <p>Untenured Teacher Coach</p> <p>Center for Professional Excellence of Teachers</p> <p>Institute for Student Achievement Coaches</p> <p>Leverage Office of Teaching and Learning expertise</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		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

<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>School leadership meets weekly for two and a half hours per week to discuss progress toward school wide goals. The leadership meetings allow for instructional alignment across the three Small Learning Communities. Assistant Principals from each SLC gather feedback from GLT facilitators and present teacher feedback during these leadership meetings. This allows the principal and the leadership team to gather multiple perspectives and make an informed decision. We will also collectively look at both the schoolwide ratings and SLC/GLT specific ratings for competency 3d throughout the year.</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 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.

We have a significant number of students with IEPs (21%) and with the citywide special education reform initiative, we need to maintain a focus with this sub-group. All teacher grade level teams have a special educator who is the student’s SETTS provider and the ICT teacher

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.

We will ensure our programs and offerings are 100% full inclusion. All students will be fully included in general education academic and social emotional learning programs and be supported by a grade level team of teachers.

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 Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>We will partner with the Samuel Field Y to implement an Extended School Day program where all students, regardless of ability or special needs designations, will have access to various clubs and activities.</p>	<p>CBO – Samuel Field Y and Students</p>	<p>Oct – May</p>	<p>APO and Coordinator of Student Activities</p>

Our comprehensive professional development plan will provide opportunities for collaboration and best practice sharing amongst our special education teachers.	Special Education and General Education Teachers	Sept – June	AP – Special Education and Principal
Our special education teachers will continue to be incorporated into the interdisciplinary grade level content team meetings where special educators will engage in conversations around student learning goals, and professional learning with respect to differentiated instructional strategies.	SPED teachers and Teacher Teams	Sept – June	Assistant Principals of Small Learning Communities
We will continue to have shared instruction inclusion events with our District 75 program.	APO	Sept – June	Assistant Principal Organization and D75 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.										
We will provide 5 professional development days for special education teachers where they will share best practice with each other.										
All Special Education teachers will be given a common prep with their co-teacher.										
Every Grade Level Team will have a Special Educator on that team that will serve as the cohort’s ICT teacher as well as the Resource Room teacher.										
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

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.
Special Education Assistant Principal will meet with Special Education Teachers and February to discuss progress. IEPs will be reviewed and a meeting with parents with special needs children will take place over the summer. Data for Special Education students will be shared in Skedula.
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.

Our Grade Level Team model cultivates a collaborative culture for professional learning. SLC APs meet with GLT TFs weekly to provide guidance, develop agendas and at times, create activity guides for GLT meetings. Teacher teams share student data during weekly kid talk sessions and implement interventions and behavioral/academic supports for students. Additionally, GLTs engage in Critical Friends Group sessions and engage in action research projects (i.e. inquiry projects). Teachers who participate in CFGs seek to improve student achievement by sharing student work and the associated student activity guide/lesson plan or task. The GLT leader facilitates the reflective session through the use of a hybrid tuning protocol. This structure also provides the Principal the opportunity to visit grade teams and discuss school wide issues related to instruction and student interventions. GLTs are also used to conference with parents. In one example, a grade team facilitated an intervention workshop for struggling students and parents on how they can improve their academic experience. GLTs also provide the opportunity to celebrate and recognize student work accomplishments. As the grade team shares the same ~100 students, they plan interdisciplinary projects. In many cases, student groups present these projects through an exhibition to the entire grade team of teachers and students. As this has always been a pillar at QHST, improving this professional practice around teacher collaboration is an annual goal.

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, teacher teams will engage in professional learning and student intervention work that will lead to a 3% credit accumulation increase in grades 9 and 10.

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 teacher-parent collaborations to improve student achievement. 	<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>Teachers will be programmed to meet with interdisciplinary grade level team three times per week for an hour each meeting</p>	<p>Teachers</p>	<p>Sept – June</p>	<p>APO and Programmers</p>
<p>Principal will meet with Assistant Principals weekly to share best practice and professional literature as it relates to teacher grade team professional learning and kid talk. Assistant Principals will meet with their teacher leadership team to discuss action plans as it relates to grade team professional work and kid talk</p>	<p>Administrators and Teachers</p>	<p>Sept – June</p>	<p>Principal and Assistant Principals</p>
<p>Data will be shared with grade teams to collaboratively plan advisory activities, provide targeted instructional supports for students and plan interdisciplinary projects</p>	<p>Teachers and Students</p>	<p>Sept – June</p>	<p>Assistant Principal and Team Facilitators</p>
<p>Professional Development Days will involve teacher facilitated instructional workshops and team building activities</p>	<p>Teacher Teams</p>	<p>Nov, Jan and June</p>	<p>Principal and Assistant Principals</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>Teacher teams will be programmed to meet three times/wk for an hour each meeting</p> <p>Team Building organization will be leveraged to facilitate activities</p> <p>Skedula will be purchased to provide teacher teams with student data</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

<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>
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Principal will meet with Assistant Principals to monitor progress of grade level team meetings

Principal will also meet with all grade teams in January to get feedback about grade level team work

Assistant Principals will meet weekly with Teacher Team Leaders to discuss progress and share best practice

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 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.

Leadership Meetings - School leadership meet weekly for two and a half hours to discuss progress toward school wide goals. The leadership meetings allow for instructional alignment across the three SLCs. When school wide issues arise, it’s important to get the input of teachers in each GLT in each SLC. Assistant Principals from each SLC gather feedback from GLT facilitators and present teacher feedback during these leadership meetings. This allows the principal and the leadership team to gather multiple perspectives and make an informed decision.

Picture of QHST’s SLC model and core value around distributive leadership cultivates a culture of continuous reflection and improvement.

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, as a school, we will increase the open communication section of the school survey by 3% by implementing improved systems of communication and collaboration with the various members of our school community (staff, parents, 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>- We will create a QHST website that will provide greater detail about our school’s academic programs, contacts and events. The calendar of events will be updated regularly.</p>	<p>Parents, Students and Community</p>	<p>Sept – Design Oct – Build Nov – Implementation</p>	<p>Principal and Assistant Principal Organization</p>
<p>- A newsletter called the Principal Information Sheet will be distributed to all staff members on a weekly basis. This newsletter will include information on important programs, professional development, best practices, and will also allow us to create a shared vision amongst our instructional framework.</p>	<p>All school based staff</p>	<p>Sept - June</p>	<p>Principal</p>
<p>- We expect over 50% of our senior parents attend a major school informational event such as Senior Night, Junior Night, College Night, Academic Intervention Evening, or Curriculum Night. We will document this with attendance sheets.</p>	<p>Students and Parents</p>	<p>Sept – June</p>	<p>Assistant Principal Guidance</p>
<p>- We will distribute a Fall and Spring Parent Newsletter with important information.</p>	<p>Students and Parents</p>	<p>October and March</p>	<p>Principal, Assistant Principal and Community Assistant</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>One Assistant Principal Organization and three Assistant Principals will oversee all programs and Small Learning Communities.</p> <p>Four Guidance Counselors – one per each of the three Small Learning Communities and a Cross Community College Guidance Counselor</p> <p>Web Developer</p>

Team Facilitator for each grade team for each community will be selected

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	X	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.

Principal will facilitate a 3 hour weekly meeting with each of the Small Learning Community(SLC) APs to share resources, best practice and assess progress. Principal will also attend these meetings.

SLC APs will meet with Team Facilitators of teacher teams to gauge progress around this goal.

The leadership team will attend PTA meetings to provide updates, answer questions and address parental concerns

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.

We have a wonderful partnership with our Parent Teacher Association. School Leadership is represented at every meeting and we collaborate with the PTA Executive Board. Our annual school Leadership breakfast and collaboration with local partners such as the Samuel Field Y, allows all of our community partners and leaders the opportunity to gather together to reflect on our partnerships and celebrate the many accomplishments that have resulted from the collaborations.

We continue to have a high percentage of parents who are satisfied (95%) with the school community. Our cohort instructional model centered around personalization and distributive counseling by advisors creates a sense of community amongst our students. Students have a strong connection to the school through the various extended day programs we offer (29 PSAL Sports Teams, Extended Clubs and Activities, College Now courses, Partnerships with St. Johns, Adelphi, At Home in College and Queens College).

With all of these programs, we would like to improve the level of access and participation for all students and improve the level of communication with students and families around these programs.

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, we will increase our school culture survey score by 5%.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
We will be communicate with parents through school messenger, QHST website, box.net. We will also continue to encourage the use of SKEDULA which will allow for real time online updates on student progress for parents and students. A calendar of events will be shared with students	Students and Families	Sept - June	Community Assistant
We will continue to host our Annual Community Leadership Breakfast to honor our partners, staff and most importantly, our students.	Community Leaders, University Partners and Community Based Organizations	Dec	Assistant Principal Organization and Principal
We will leverage our advisory program to discuss School Wide Values and continue our practice of inclusion	Teachers and Students	Sept – June	Assistant Principal and Team Leaders
We will implement a mentoring program by our alumni for at risk students.	60 students – 20 from each SLC	Oct – June	Assistant Principal Guidance

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.										
Skedula software Working Technology in each classroom Alumni Mentors Guidance Counselors School Messenger										
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	X	PTA Funded	X	In Kind		Other
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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.

Assistant Principal of Guidance will supervise the Alumni mentoring program.

All of the Small Learning Community Assistant Principals will meet with their teacher teams once a month and teacher team facilitators on a weekly basis to receive updates on student progress and cohort culture.

School youth development team will review OORs data on a monthly basis

The Principal will meet with QHST Ambassadors who are members of student government to assess progress toward improving school culture

QHST Teacher Advisors will conduct a mid year reflective activity with their advisees to assess school culture

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

		<p>SLC's NYS Regents Preparation Workshops</p> <p>SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.</p> <p>ARISTA Student Tutors</p> <p>Schedule coordinated before/after school and during student lunches</p> <p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th, 10th, and 11th grade (just math) during lunch.</p>		
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		<p>M&M will begin after the Thanksgiving break during lunch hours – 12:30 to 1:15</p> <p>In-class peer tutors assist in 9th grade math, science and Spanish classes</p>		
Mathematics	Classroom Teacher makes determination and provides incentive for students to attend AIS	<p>The Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, teachers are available to provide support, guidance, and feedback to students while they engage in work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC's NYS Regents Preparation Workshops</p>	Small group, tutoring and one to one	Before or After School

		<p>SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.</p> <p>ARISTA Student Tutors</p> <p>Schedule coordinated before/after school and during student lunches</p> <p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th, 10th, and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break during lunch hours – 12:30 to 1:15</p>		
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		In-class peer tutors assist in 9 th grade math, science and Spanish classes		
Science	Classroom Teacher makes determination and provides incentive for students to attend AIS	<p>The Academic Intervention Extended School Day program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, teachers are available to provide support, guidance, and feedback to students while they engage in work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC's NYS Regents Preparation Workshops</p> <p>SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the</p>	Small group, tutoring and one to one	Before or After School

		<p>skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.</p> <p>ARISTA Student Tutors</p> <p>Schedule coordinated before/after school and during student lunches</p> <p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th , 10th , and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break during lunch hours – 12:30 to 1:15</p> <p>In-class peer tutors assist in 9th grade math, science and Spanish classes</p>		
Social Studies	Classroom Teacher makes determination and provides	The Academic Intervention Extended School Day	Small group, tutoring and one to one	Before or After School

	<p>incentive for students to attend AIS</p>	<p>program was designed to help students achieve the highest levels of success in their academic classes. Three days a week, teachers are available to provide support, guidance, and feedback to students while they engage in work. The program provides students with a forum to ask questions, gain increased understanding of material, complete assignments, revise assignments, and/or review for exams. One of the goals of the AIS is to help students develop their own study groups of teachers and learners, and create an environment where students help themselves and learn from one another.</p> <p>SLC's NYS Regents Preparation Workshops</p> <p>SLC's NYS Regents Preparation Workshops will supplement our students' classroom acquisition of the skills and content knowledge necessary to meet and exceed the standards necessary to achieve success on the NYS Regents Exams. Courses begin in</p>		
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		<p>November in preparation for the January exams and in May for preparation for the June exams. Facilitators, dates, times, and rooms will be announced in line with the timeframes mentioned above.</p> <p>ARISTA Student Tutors</p> <p>Schedule coordinated before/after school and during student lunches</p> <p>Books & Brains (B & B) Peer Tutoring program which meets three times a week (Tuesday, Wednesday, & Thursday)</p> <p>Science and Math tutoring by the teachers in 9th , 10th , and 11th grade (just math) during lunch.</p> <p>M&M will begin after the Thanksgiving break during lunch hours – 12:30 to 1:15</p> <p>In-class peer tutors assist in 9th grade math, science and Spanish classes</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Counselors provide mandated counseling as well as walk in counseling. Advisors for students also practice distributive counseling with students.</p>	<p>Each of our Small Learning Communities Guidance Counselors has a Guidance Counselor in place to provide at risk services. Additionally, grade level teams provide personalized wrap around</p>	<p>One to One</p>	<p>During the school day</p>

		interventions through advisory and parent outreach. If necessary, student advisors, grade level teams and/or GCs reach out for additional support from our school		
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.
N/A

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).
N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.).
N/A

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.
N/A

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

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	N/A	N/A	N/A
Title II, Part A	Federal	N/A	N/A	N/A
Title III, Part A	Federal	N/A	N/A	N/A
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	N/A	N/A	N/A

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.

N/A

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: The ESL Club is available to ELLs for regular academic and Regents exam support. Through this support, ELLs will strengthen their language skills in the 4 modalities and improve their BICS as well as their CALP.

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

Begin description here:

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

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents of ELLs participate in school-based activities coordinated by grade-level teams, such as Back to School and Curriculum nights, where members of grade teams (including the ESL teacher, Alyssa Abraham) inform all parents of course content, skills, requirements and assessments. Parents also attend PTA meetings, where they participate in workshops. Parents are notified about these events via e-mail, phone blasts, or through letters sent home with their children. Parent involvement and awareness is supported through the parent workshops. These sessions are offered by the Parent

Part D: Parental Engagement Activities

Coordinator Cherub Ruth in conjunction with the PTA. These workshops include the ARIS Parent Link. Translation/Interpretation supports are provided to parents when the need is communicated to the ESL Teacher, Parent Coordinator or Assistant Principal. In the past, we have had staff members translate for parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	6725	1 ESL Teacher x 2 hours x 31 weeks x \$50.19= \$3111.78 Semester 1 - 2 Teachers x 18 hours x \$50.19 = \$1806.84 Semester 2 - 2 Teachers x 18 hours x \$50.19 = \$1806.84
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	4474	Achieve 3000 Licenses Electronic dictionaries, headsets, projectors, audio books, regents prep workbooks, and glossaries
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11200	11200

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

B. Language Allocation Policy Team Composition

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

Principal Jae Cho	Assistant Principal Cindy Kontente
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Alyssa Abraham	School Counselor Monica Sampedro
Teacher/Subject Area Jennifer Koo/History	Parent Sandra Dastagirzada
Teacher/Subject Area Deirdre O'Neill/Science	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	1	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	0
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]	4	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)	1181	Total number of ELLs	14	ELLs as share of total student population (%)	0.00%
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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 checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/> No <input 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	14	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	6
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	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	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	7	1	1	6	0	4	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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										1			1	0
Chinese														0
Russian														0
Bengali														0
Urdu										1	1			0
Arabic														0
Haitian										1				0
French														0
Korean											1			0
Punjabi										1		1	1	0
Polish														0
Albanian														0
Other										3	1	1		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)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)											1			0
Expanding (Advanced)										3	1	4	3	0
Commanding (Proficient)										4	4	0	1	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												2		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										3	3	4	4	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	11		6	
Integrated Algebra/CC Algebra	5		3	
Geometry/CC Algebra	6		4	
Algebra 2/Trigonometry	1			
Math <u>CC</u>	6		4	
Chemistry	1		1	
Earth Science	9		3	
Living Environment	4	1	2	1
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	8	2	6	2
Geography				
US History and Government	5		4	
LOTE		2		2
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								

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 order to assess the ELLs early literacy skills, the Writing and Reading Assessment Profile (WRAP) is used. This assessment targets the students' reading level. The writing sample provides the ELL teacher with an indication of specific writing strategies that need to be addressed. This additional data is shared with grade teams to improve literacy instruction. This information is useful in assigning texts in literature circles or in forming groups. Over the last few years, we have implemented Achieve 3000 with our ELLs as well. At the start of the year, they take a Level Set Assessment which provides information about their lexile levels. At the end of the year, the students take an end of year assessment, which provides data on how student achievement has progressed within the current school year and allows for year-to-year comparison and analysis. As a result, ELL instruction and content area instruction focuses on authentic literacy and ample opportunities for reading and writing instruction. In order to appropriately evaluate ELLs in their native languages, our school utilizes the Spanish LAB or teachers and other support staff who are literate in that student's native tongue. These individuals orally assess these students. They may also assess these students' literacy skills by having the student read an excerpt from a book in the students' language, which might be available in the school library. A short writing sample on a simple task as "What is your favorite season?", is utilized to assess the students' writing ability.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Across grade levels, almost equal amounts of ELLs in this school tested at either the Expanding or Commanding proficiency levels. Only a very small percentage of students tested at the Emerging or Transitioning levels, while none tested as Entering. Additionally, when examining the four language modality scores, students generally scored higher in speaking and listening than reading and writing, even across grade levels. According to the data, the weakest area for students was writing. Students who took both the NYSITELL and the NYSESLAT last year have improved by at least one proficiency level.
- 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 has provided us with very clear information about how students are performing on the NYSESLAT, as well as their overall progress. Students that are at risk are clearly identified. This information is shared with the students' teachers in order to

provide support in specific areas and to give teachers data on what Regents exams students still need to pass. Many of our students are making progress.

4. For each program, answer the following:
 - a. 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?

Most of the students testing proficient are those that are entering their junior or senior year. Over the last couple of years, more of our students are taking tests in their native language (Chinese and Korean). Those who do, typically are successful. Native language support is provided through texts in the students' languages along with bilingual glossaries and dictionaries.

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](#).]

We are not a K-5 school.

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

Throughout the school year, ELLs receive age and grade appropriate language support through daily Drop Everything and Read sessions, lessons that are differentiated on the basis of students' learning styles and individual needs, and a strong advisory program that fosters social and emotional growth through communication and community-building activities. ELLs are provided with graphic novels, audio books and abridged versions of texts to support them in the ELA classroom. Additionally, alternate texts are provided to support the material they are learning in their content area classes. Students are also exposed to informational texts on a weekly basis through Achieve 3000, a Common Core-aligned online literacy program. This program initially assesses each student's current lexile or reading level. The program is designed to differentiate texts so that students in the same classroom are able to read the same article at their reading level or a slightly more challenging reading level. The end goal of Achieve 3000 is for students to acquire the reading and comprehension skills that will put them on track for college and career readiness. All ELLs, including students who tested out within the last 2 years are given time and half on all of their classroom examinations, as well as Regents exams. These students are also discussed at grade team meetings.

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).

The success of our ELL program is based on several elements. The NYSESLAT scores and Regents provide us with some information on how are students are faring. Results of the WRAP assessment and writing samples for the ELLs are retained from year to year to be able to look at qualitative data and student growth. In addition, ongoing conversations with the students and their parents on how our programs are serving their needs or the needs of their children are critical. Achieve 3000 reports such as, "How has Lexile performance changed over time?" provide us with additional information about the literacy levels of our students.

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.

When newly arrived ELLs are admitted to QHST or students who have not been in a NYS public school for 2 or more continuous years, the Pupil Accounting Secretary provides the parents with a Home Language Survey (HLIS). A trained pedagogue assists the parent in completing the HLIS. If another language other than English is indicated on the HLIS, an informal oral interview is conducted by the ENL teacher or the Assistant Principal of ENL with the student and the parent. If the parent and/or student has difficulty communicating in English, interpretation services are provided. After the informal interview, if the child is determined to be a potential ELL, the child is tested within 10 days with the NYSITELL. The NYSITELL is administered by the ENL teacher. If the student scores within the range of being in need of ELL services, that student is placed immediately into an ENL class according to their respective level. The information is recorded on the HLIS. The original HLIS is placed in the child's cumulative folder and the copy is placed in the ENL office. If the student's native language is Spanish, the student is administered the Spanish LAB by a licensed Spanish teacher. Following the identification of the ELLs, the parents are invited to an orientation where they are informed about our ENL

program and transitional bilingual and dual language programs that exist in Queens and citywide. At this time, they also have an opportunity to view the Chancellor's video in their native language. They are also provided with the Entitlement letters (within 5 days) and Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child. The ENL teacher collects and files the Program Selection forms. Once we are aware of the program the parent has selected, we enter that information in the ELPC screen in ATS within 20 days of the student's enrollment.

2. 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).
SIFE students are determined by conversations with students and parents. They are also identified by educational gaps that may be reflected in transcripts, which may reflect 2 or more years below grade level in literacy in the students' home language and/or 2 or more years below grade level in math. Content area and ENL teachers' assessments of written and oral student work provide us with further information in determining SIFE status.
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).
If a student enrolls with an IEP, the Language Proficiency team which consists of the ENL teacher, a SPED teacher and the Assistant Principal of ENL reviews evidence of the students' English language development. The LPT recommends if the student should or should not take the NYSITELL. If the team determines that the student should, the ELL Identification continues as with all students. If the recommendation is that the student should not take it, that recommendation is sent to the principal for review. If the principal determines the student should take the test, the student will and the ID process continues as with all students. If the principal decides that the student shouldn't take it, the parent/guardian is notified within 3 days and the determination is sent to the superintendent. If the superintendent determines the student should take it, then the student does and the ID process continues as with all students. If the superintendent decides the student should not take the exam, the parent is notified and the ID process terminates.
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 ENL teacher sends home these letters and requires that these notes are signed and returned for the students' files.
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).
As soon as students are identified as ELLs, letters are sent home (entitlement, survey and placement) and parent orientations are conducted. If parents express discontent with the ELL status, they will be informed by the ENL teacher and /or the AP of ENL that they have the right to appeal within 45 days of enrollment.
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.
Like all NYC public schools, the Queens High School of Teaching offers all 3 ENL programs. Following the identification of the ELLs, the parents are invited to an orientation where they are informed about our free-standing ENL program and transitional bilingual and dual language programs that exist in Queens and citywide. TBE and DL are contingent on the number of ELLs per grade that speak the same language (20). At this time, they also have an opportunity to view the Chancellor's video in their native language. They are provided with the Parent Survey and Program Selection Form in their native language, which allows them to choose the program they feel is suitable for their child.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ENL teacher sends home letters inviting the parents to the orientation. At the orientation, the parents will view a video and receive additional information about the 3 choices in order to make an informed decision. The teacher also calls home to set up a specific date and time for the orientation. Once the parent makes a choice, it is entered into ATS. The ENL teacher keeps accurate records of the specific programs chosen.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher maintains accurate records and ensures that 100% of the forms are returned. The teacher reaches out to the APs, Guidance Counselors and the students' advisors for support with this.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher distributes these letters and requires that the students return them signed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ENL documentation is retained in the ENL 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.

The ENL teacher ensures that 100% of the ELLs take each part of the NYSESLAT. The teacher notifies the staff of the upcoming exam and specific testing times. Families are made aware of the exam as well and students are encouraged to attend school on time, especially during these days, prepared for intensive testing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher distributes these letters and requires that the students return them signed.
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).
All of our students' families have chosen ENL programs. Our program model is aligned with parent requests.

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.
Integrated and standalone ENL is ungraded and heterogeneous by our ENL teacher. Students who are identified as ELLs are placed in the school's Free-Standing ENL Program as per Parent Option. Students are programmed for ELL for the number of minutes as per their NYSESLAT or NYSITELL scores and mandated by CR Part 154.2. The classes are mixed-grade and mixed-level. The curriculum is differentiated in terms of content, process and product to address the needs of heterogeneously grouped students. Due to this unique organization, we are able to be in compliance with the mandated hours for each student. In keeping with QHST philosophy, ENL classes are inquiry-based and differentiated to address the specific language needs of students. The ENL teacher uses the scores on the NYSESLAT, as well as diagnostic and ongoing assessments to group students and to inform instruction. AP and the ENL teacher review schedules to ensure students are receiving the correct number of minutes of stand alone and integrated.
 - b. TBE program. *If applicable.*
N/A
 - 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)?
Students will receive the instructional minutes of ENL as outlined in the program model.
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 in English. The instructional approaches and methods include the Sheltered Instruction Observation Protocol (SIOP) model, as well as Expediting Comprehension for English Language Learners (Ex-CELL) strategies to facilitate instruction and lessons and strategies obtained at ELLs/SWDs workshops. Content area and ENL lessons are aligned to the CCLS.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We provide interpretation services to effectively evaluate students in their native language. New Spanish speaking entrants who tested into the school's ESL program via the NYSITELL are administered the Spanish LAB to measure their literacy level in the native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Students are provided opportunities in all of their content areas, as well as in ENL to improve their levels in each modality. The ENL teacher informally assesses the students in each modality in preparation for the NYSESLAT. ENL lessons are

designed to address each of the four modalities. Classroom assessments also are administered to identify specific skills to be addressed.

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

As of now, QHST has 1 ELL that is also classified as a Student with Interrupted Formal Education (SIFE). SIFE are supported in a number of ways. They are assigned student buddies that speak their respective languages. This student also has a bilingual paraprofessional that supports him. We also provide teacher mentors, if possible from the same countries as the students. In this case, the paraprofessional is the student's mentor. Students and their parents will be directed toward support services in their native languages. Since the drop-out rate is much higher for SIFE, we have built a very supportive environment at QHST for these students, in order to respond to their social, cultural, and linguistic needs. QHST offers an extended school day, extended school year and online classes for students to gain additional credits. In addition, an ESL club that is advised by the ELL teacher meets twice weekly in order to make available further support for these students. This flexible scheduling assists SIFE in becoming successful.

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

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

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

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

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

ELLs identified as special needs receive ELL instruction as per their Individualized Education Plans (IEP). In the ELL classes, they are provided with individualized instruction. Attempts are made to engage them with their peers, especially those of similar backgrounds. For these students, the IEP data informs the instruction. Through collaboration with the Special Education teacher, content area teachers and paraprofessionals, the ELL teacher works to improve their language ability.

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

Chart 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.

The progress of these students will be monitored by their Guidance Counselors and their advisors.

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?

ELLs identified as special needs receive ENL instruction as per their Individualized Education Plans (IEP). In the ENL classes, they are provided with individualized instruction. Attempts are made to engage them with their peers, especially those of similar backgrounds. For these students, the IEP data informs the instruction. Through collaboration with the Special Education teacher, content area teachers and paraprofessionals, the ENL teacher works to improve their language ability. Teachers of ELLs are encouraged to support students with the strategies outlined in Question # 6. Our ELLS-SWDs fall into all of the categories outlined above.

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?

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

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.)			
Chart 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	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

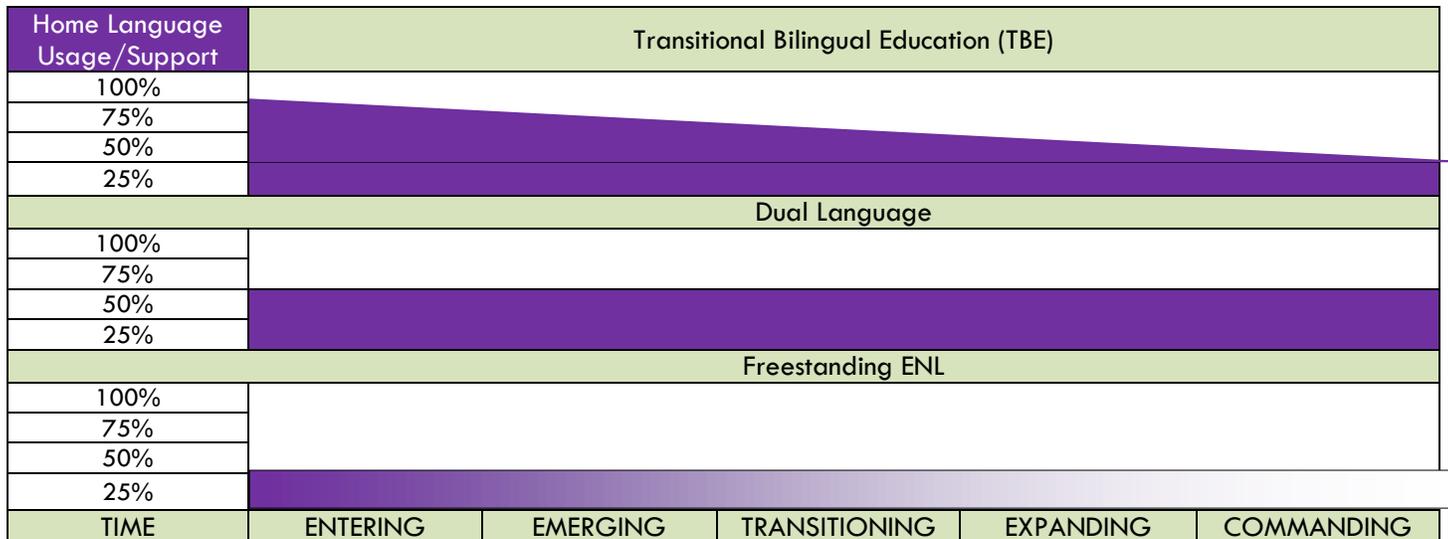


*Note: “other approved services” does not apply to New York City at this time.

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. Throughout the school year, ELLs receive age and grade appropriate language support through daily Drop Everything and Read sessions, lessons that are differentiated on the basis of students' learning styles and individual needs, and a strong advisory program that fosters social and emotional growth through communication and community-building activities. ELLs are provided with graphic novels, audio books and abridged versions of texts to support them in the ELA classroom. Additionally, alternate texts are provided to support the material they are learning in their content area classes. Students are also exposed to informational texts on a weekly basis through Achieve 3000, a Common Core-aligned online literacy program. This program initially assesses each student's current lexile or reading level. The program is designed to differentiate texts so that students in the same classroom are able to read the same article at their reading level or a slightly more challenging reading level. The end goal of Achieve 3000 is for students to acquire the reading and comprehension skills that will put them on track for college and career readiness. All ELLs, including former ELLs are given time and half on all of their classroom examinations, as well as Regents exams. The former ELLs are given a letter at the beginning of the school year informing their parents that they are eligible for transitional ENL services. These students are also discussed at grade team meetings. Native language support is provided through texts in the students' languages, along with bilingual glossaries and dictionaries.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current program has proven to be effective. The students' reading levels have increased and they are building stamina which will enable them to read challenging texts in order to be college ready. Many of our students are successful in their classes and are passing Regents exams. In addition, our students language development has improved as evidenced by the NYSESLAT scores. Furthermore, many of our ELLs graduate within four years.
12. What new programs or improvements will be considered for the upcoming school year?
This year, we will continue Achieve 3000 and the ENL teacher will continue to support the content area teachers in utilizing ENL strategies for effective instruction.
13. What programs/services for ELLs will be discontinued and why?
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are encouraged by their ENL teacher and other teachers to participate in clubs and on sports teams. Announcements are made in the cafeteria regularly and by the students' advisors which inform the students of programs and services. Additionally, this information is shared in Advisory.
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.
Currently, we are using Achieve 3000 with all of our ELL students. The ENL teacher uses a variety of resources, both fiction and non-fiction, to support the students' language development. Content area materials are supplemented with texts at a lower reading level.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native languages are supported through the use of bilingual dictionaries and glossaries and through texts in the students' languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Throughout the school year, ELLs receive age and grade appropriate language support through daily Drop Everything and Read sessions, lessons that are differentiated on the basis of students' learning styles and individual needs, and a strong advisory program that fosters social and emotional growth through communication and community-building activities. ELLs are provided with graphic novels, audio books and abridged versions of texts to support them in the ELA classroom. Additionally, alternate texts are provided to support the material they are learning in their content area classes.
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).
When new ELLs enter our school, they are invited to participate in the Summer Bridge program. When ELLs enroll throughout the school year, they engage in activities with their Advisory. The Guidance Counselors and students' advisors are involved in these activities.
19. What language electives are offered to ELLs?
ELLs are offered Spanish.
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.)
See below.
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?
See below.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
See below.
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.

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

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?

Annual individual meetings/phone conferences will be scheduled by the ENL teacher. Interpretation and translation will be provided as needed. The ENL teacher will keep accurate records of all correspondence between the school and the ELLs' families regarding outreach for these annual meetings.

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.
See below

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
See below

5. How do you evaluate the needs of the parents?
See below

6. How do your parental involvement activities address the needs of the parents?

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

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.

The Queens High School of Teaching opened its doors in September of 2003 and became the standard for progressive, student-centered, mixed-ability small learning communities in Queens. QHST is an educational option school created to provide the youngsters in the neighborhoods that comprise Districts 26 and 29 with a comprehensive high school in a small-school setting. At QHST, students get individual attention in small learning communities that practice the principles set forth by our educational partner organization, The Institute for Student Achievement (ISA). Our school is designed to accommodate 1,200 students within three small learning communities of 400 students each. Our school's philosophy is in keeping with current educational research on the relationship between small schools and student success; each student is a member of an advisory which meets for 45 minutes per week and participates in Drop Everything and Read (DEAR) four times a week. As a school whose focus is on teaching, QHST provides all students the opportunity to become part of our Teaching Institute, where students learn pedagogy, observe classes and teach classes. The intimate family-like atmosphere at The Queens High School of Teaching creates a sense of community, eliminates student anonymity and promotes student support.

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

Since its opening in September 2003, QHST has assembled a number of viable committees consisting of educators, parents and students all interested in designing and embracing programs that support student learning. Our school tone remains positive and is highlighted by a collaborative staff and the active involvement of parents, teachers and community members. Teachers are actively involved in writing

new inquiry-based and interdisciplinary curricula, instruction and lessons that are aligned with the NYS Learning Standards and the Common Core Learning Standards and the special needs of our students. On our most recent quality review, we received a “well developed.” Our graduation rate is 91% and our attendance is over 92%. The combined resources found in Tax Levy and Title III/Part 154.2 funding will enable our school to satisfy the goals we’ve set for ourselves during the 2015-2016 school year to help our English Language Learners achieve proficiency and excel academically.

Part VI: LAP Assurances

School Name: **Queens High School of Teaching**

School DBN: **26Q566**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jae Cho	Principal		9/11/15
Cindy Kontente	Assistant Principal		9/11/15
	Parent Coordinator		
Alyssa Abraham	ENL/Bilingual Teacher		9/11/15
Sandra Dastagirzada	Parent		9/11/15
Jennifer Koo/History	Teacher/Subject Area		9/11/15
Deirdre O'Neill/Science	Teacher/Subject Area		9/11/15
	Coach		
	Coach		
Monica Sampedro	School Counselor		9/11/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q566** School Name: **Queens H.S. of Teaching**
Superintendent: **Elaine Lindsay**

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.learn DOE.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.

Information regarding written and oral language preferences for the parent community is gathered from the Home Language Identification Survey, ATS, Student Emergency Contact cards, parent orientations, and from students themselves. All incoming students are required to complete the Home Language Survey. Aggregated HLIS results are used to assess school's written translation and oral interpretations needs. In addition, through the parent orientation sessions, parents are surveyed and are identified for translation services. Advisors and Grade Level Teams also identify students who are in need of written translation and/or oral interpretation. The ENL teacher keeps track of these students and ensures that translation is available whenever it is needed.

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.

English, Cantonese, Dari/Farsi, Ewe, French, French Haitian Creole, German, Guarani, Gujarati, Haitian Creole, Ibo, Italian, Mandarin, Pashto, Tagalog, Polish, Russian, Tamazight, Tamil, Urdu, Bengali, Korean, Malayalam, Chinese, Spanish, Punjabi, Hindi, Burmese

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.)

Newsletters, Letters from Leadership, Parent-Teacher Conference Announcements. These documents are distributed throughout the school 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.

Freshmen Orientation (Fall)
Parent-Teacher Conferences - Fall & Spring
Parent Orientations (Content Areas) - Fall
Parent Orientations (ENL) - When necessary throughout the year
Parent Intervention Meetings - When necessary throughout the year
IEP Meetings - When necessary 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.

School-based staff provide translation and interpretation services when possible. If school-based staff are not able to provide translation services, the DOE's Translation & Interpretation Unit is used instead.

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.

School-based staff, parent volunteers, DOE employees provide translation and interpretation services when needed. If school-based staff are not able to provide interpretation services, the DOE's Translation

& Interpretation Unit is used instead. Services are available for Parent Teacher Conferences, open houses, and other meetings. The DOE website link http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit/default.htm is utilized for additional support.

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.)

Information regarding how to use translation services and over-the-phone interpretation services is distributed to staff by the ENL teacher during meetings. The ENL teacher meets with all of the teachers in the school and explains this process. The Language ID Guide is located in the main office and all of the SLC suites, in addition to the security desk.

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

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

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)

Through both formal and informal meetings and communications (such as parent orientations, parent interventions, IEP meetings, phone calls, and email communications) with parents, the school staff gathers feedback regarding the quality and availability of services.