

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q687

School Name:

QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE

Principal:

LENNEEN GIBSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens High School for the Sciences
at York College School Number (DBN): 28Q687

Grades Served: 9-12

School Address: 94-50 159th Street

Phone Number: 718 657-3181 Fax: 718 657-2579

School Contact Person: Lenneen Gibson Email Address: LGibson4@schools.nyc.gov

Principal: Lenneen Gibson

UFT Chapter Leader: Dani Goldstein

Parents' Association President: Dave Ragoonanan

SLT Chairperson: Nancy Santiago

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): Stephanie Shoo
Maryam Farooq

District Information

District: 28 Superintendent: Juan Mendez

Superintendent's Office Address: 30-48 Linden Place

Superintendent's Email Address: JMendez2@schools.nyc.gov

Phone Number: 718 281 7577 Fax: 718 281-7519

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks

Director's Office Address: 82-01 Rockaway Blvd

Director's Email Address: MWilks@schools.nyc.gov

Phone Number: (917) 520-6743 Fax: (718) 391-6187

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)
Lenneen Gibson	*Principal or Designee	
Dani Goldstein	*UFT Chapter Leader or Designee	
Dave Ragoonanan	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Stephanie Shoo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maryam Farooq	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Reginald Madden	CBO Representative, if applicable	
Greg Reo	Member/ /SLT Chair	
Michele Hylton	Member/ Parent	
Sharmila Shah	Member/ Parent	
Sharon Song	Member/Parent	
Nancy Santiago	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 for the Sciences at York College (QHSSYC) is a small specialized high school nestled on the campus of York College. It was founded in 2002 as a partnership between the City University of New York and the Department of Education. The goal of this partnership was to create a pipeline for students to transition to college seamlessly as they graduated QHSSYC.

The mission of QHSSYC is to nurture and develop a community of learners by piquing their curiosity to become independent thinkers. Through the process of inquiry and communication with a strong emphasis on the Sciences and the Humanities, we hope to inspire our students to attain academic excellence. We prepare our students to contend with the competitive environment and challenges of higher education. We encourage our students to think globally and act locally while upholding the morals of this ever-evolving society.

QHSSYC has a partnership with York College. Besides sharing the college's amenities such as the library, gymnasium, cafeteria and performing arts center, QHSSYC students in grades ten through twelve have the opportunity to take classes via the College Now program located on the York College campus. Students in their senior year can take CUNY waiver courses for free at York College. QHSSYC students are also afforded the opportunity to conduct research with York College professors in their labs to compete in local and national science competitions such as the New York City Science and Engineering Fair, The Junior Science and Humanities Symposium, Intel, and Siemen's.

Although small in enrollment size, Queens High School for the Sciences offers a rigorous curriculum of fourteen Advanced Placement courses, and access to college level courses at York College which is in tandem with the school's mission of graduating student who are college and career ready.

The accomplishments of Queens High School for the Sciences can be summarized as:

- The school offers fourteen Advanced Placement courses.
- The school has created a Joule Advanced Science Research program which is a pipeline for students starting in their freshman year to prepare for prestigious math and science competitions. Students in the Joule program have been published in peer review journals such as the The and the Journal for Emerging Scientists from Harvard University.
- Students have consistently placed in the Random House Creative Writing contest.
- The school's course program has reinstated the Robotics club which will serve as the training ground for the First Tech Robotics competition.
- The school is only one of two New York City high schools that piloted a Collegeboard course entitled, AP Seminar. The goal of AP Seminar is to teach students the art of analyzing, conveying and writing an argument. The course was team taught by the Principal and an English teacher.
- The school offers a QHSS Writing Lab which simulates a college writing lab center. Its goal is to train student coaches to assist students in their writing assignments.

Although the school does not have special populations such as Students with Disabilities, or English Language Learners, as a small school, we foster a great sense of community; however, the size of the school also creates some challenges. In order for the school to increase its course offerings and extra-curricular activities, the school needs to expand. Due to the lack of physical space and staffing needs, we have surpassed our size limits.

The key areas of focus for the future are to include:

- To increase the level of rigor and further deepen instruction to effectuate change in student learning outcomes for the purpose of becoming college ready.

- To implement the necessary strategies to develop student's skill sets of using evidence to support argument in written form as well as in discussions across all disciplines. Strengthening this skill will drive the communication and collaboration abilities necessary for college and career readiness, while meeting some of the tenets of the Common Core Learning Standards.

- To secure a location for the school that can accommodate the admittance of more students, maximum 800-1,000 students, strengthen the course offerings and grow the staff to include a School Nurse, School Psychologist, and a Social Worker.

28Q687 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	426	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	5	# Drama	N/A
# Foreign Language	23	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	0.7%	% Attendance Rate			97.2%
% Free Lunch	49.4%	% Reduced Lunch			12.9%
% Limited English Proficient	N/A	% Students with Disabilities			0.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			6.7%
% Hispanic or Latino	10.0%	% Asian or Native Hawaiian/Pacific Islander			74.2%
% White	6.4%	% Multi-Racial			0.2%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.13	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			8.51
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	100.0%	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	99.1%	% of 2nd year students who earned 10+ credits			97.2%
% of 3rd year students who earned 10+ credits	98.0%	4 Year Graduation Rate			100.0%
6 Year Graduation Rate	100.0%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
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			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	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.

Currently our school offers fourteen Advanced Placement courses; however, the granting of college credit for completing these courses is dependent upon the college or university’s policy of granting completion of Advanced Placement courses for credit in the college’s course catalog. Since our school is located on a college campus, our students should be graduating with a minimum of twelve credits that can be transferred to a higher institution of their choice. In order to facilitate this, students starting in the tenth grade must begin taking College Now classes in the fall, spring, and summer. This will ensure that our students are graduating college and career ready. Students would be entering college ready to start taking courses within in their major.

Working with the Guidance Counselors, parents and using various mediums of communication, the goal is to enroll 7% of students at each grade in a College Now course. In Fall 2014, we had 6% of the 10th graders enrolled in a College Now class, and only 1% of 11th and 12th graders were enrolled. In the Fall 2015, our goal is to enroll 7% of the student body in a College Now course by February 2016.

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.

To ensure that students are graduating college and career ready, 7% of our eligible student body will be enrolled in a College Now class by February, 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A presentation to the Parent Teacher Association will be conducted to explain the goal of completing College Now courses.</p>	<p>Parents</p>	<p>11/16-12/19</p>	<p>Principal</p>
<p>Working in coordination with the Guidance Counselors to campaign for the enrolling of students in College Now via classroom presentations and conferencing with students.</p>	<p>Students</p>	<p>11/23-12/2</p>	<p>Guidance</p>
<p>Electronic communication via Skedula, usage of the Remind app, emails to the parents, automated phone messages sent to the parents, posting on the school website, and school announcements</p>	<p>Students and Parents</p>	<p>On going</p>	<p>Principal</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>The human resources required for carrying out this goal are Guidance Counselors .</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	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>Before 12/18/15, an assessment and accounting of the enrollment numbers for the spring term of College Now will be reviewed. By 12/18/15, the following numbers are needed for enrollment in order to satisfy the goal: 30 students</p>

total. If possible, Guidance will work closely with the College Now personnel to make concessions to the enrollment time table to meet the 7% percent goal.

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

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

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

Part 1 – Needs Assessment

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

The students attending QHSSYC typically are strong in the area of Mathematics; however, in the areas of writing and literacy, the QHSSYC students demonstrate the need for additional support. Although there was a 99% passing rate for the January 2014-2015 Standard of the English Regents exam, there was only a 83% mastery rate. In order to use this data to improve instruction, the school implemented a student led QHSS Writing lab. The lab is supervised by an ELA teacher and high performing ELA students. Students who are weak in various areas of writing such as grammar or style, are matched with a QHSSYC Writing Coach who has been identified by teachers for possessing a specific strength in an area of writing such as grammar or style. The goal is to support twenty percent of the student population at each grade level to utilize the Queens High School for the Sciences Writing lab to improve his or her writing skills.

The QHSS Writing lab has an existing Remind account, Gmail Mail account, Google Group, as well as a Google form account for students and their recommending teachers, and writing coaches to complete. The Google form is linked to the school’s website, and students, as well as teachers, can request services there.

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.

To ensure that our students are being supported in their writing 20% of the student population (eighty-seven students) will be utilizing the services of the Queens High School for the Sciences (QHSS) Writing Lab.

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) <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>Presentation to the faculty during a faculty conference to discuss their role in the QHSS Writing lab.</p>	<p>Faculty</p>	<p>10/2-11/6</p>	<p>Teacher</p>
<p>Advertising the process to sign up for the QHSS Writing lab to ensure access and communication to/with the Writing lab is seamless for students in need of services as well as the students providing service.</p>	<p>Students Faculty</p>	<p>Ongoing</p>	<p>Principal and Students</p>
<p>Grade 11 and Grade 12 teachers will target specific students in need of writing support to utilize the QHSS Writing Center and will collaborate with the writing coaches to ensure that the 11th and 12th graders seeking assistance are accommodated.</p>	<p>Students Faculty</p>	<p>Ongoing</p>	<p>Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The human resources needed to meet this goal are the faculty. This will be a C6 assignment and some per session activity will be required to coordinate the activities of the writing lab.</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>
<p>Before 12/7, a review and accounting of the students served by the QHSS Writing lab will occur. A review of student requests as well as updates from teachers on student performance on assessments will also be reviewed. If ten percent of the student populations (forty-three students) are not being serviced, modifications to the plan need to be implemented in order to meet the goal.</p>

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.

The school’s focus is on high level of instruction and college preparedness, fostered by challenging course offerings (i.e. Advanced Placement, College Now, subject Research classes, honors classes) and extracurricular activities (i.e. Math Team, Literary Magazine, Debate Team, Model UN, Robotics, etc.).

There are several teachers (nine, and two untenured) not using the Danielson methodology to its fullest, although overall, the students do remarkably well, with an average regents exam passing rate of ninety-nine percent and one hundred percent of graduating students college prepared (School Quality Snapshot Report).

Through analysis of the current (2014 – 2015) MOTP Detail Report, and the recent Quality Review, problematic areas center on Danielson’s Component 3: “Instruction”, particularly Component 3b: “Using Questioning and Discussion Techniques” and 3d: “Using Assessment in instruction. Nine teachers received a rating of “Developing” in component 3b and / or 3d.

While student results remain excellent, this deficit in questioning technique and assessment affects the tenor of students’ interaction in class and does not allow the teacher to accurately gauge student learning on a day to day basis.

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.

As part of the ongoing professional development, teachers (in particular the nine with less than “effective” ratings in Components 3b and 3d) will receive instruction and assistance in questioning and discussion techniques, in addition to other supportive measures. Such measures include suggestions specific to those teachers observed lessons, including aligning student learning outcomes with assessment, including medial and final summaries, along with pivotal questions, the use of Bloom’s taxonomy action words, Webb’s Depth of Knowledge chart and question stems in the formation of questions for assessing learning, lesson planning as related to questioning techniques and methods to increase student discussion in class, and inter-visitation with teachers who are rated “Effective” and “Highly Effective” in Components 3b and 3d. These teachers will be evaluated via observation (with Danielson’s 2013 NYCDOE Rubric) by June 1, 2016 to gauge the level of improvement in performance, with a minimum of 50 percent meeting the “Effective” standard for questioning /class discussion and assessment of student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The Professional Development Committee will meet to organize PD offerings which will address questioning, discussion and assessment techniques. This committee will also organize teacher to teacher inter-visitation, particularly between less effective Components 3b and 3d teachers and those more proficient.	Teachers	9/8/15-9/30/15	Teachers, Principal
Time will be allotted during the professional development period for the aforementioned professional development and also for discussion between teacher observers / teacher observed (inter-visitation follow up).	Teachers	9/15 – 6/16	Teachers, Principal
Observe teachers with “developing” or “ineffective” rating on Components 3b and 3d. Offer concrete suggestions on lesson planning to assist teachers in integrating questioning, discussion and assessment techniques into their lessons on a daily basis.	Teachers	9/15 – 6/16	Principal, Assistant Principal Supervision

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.									
During the 65 minutes of professional development on Fridays, the Assistant Principal and Principal will work with the teacher teams on the usage of data such as student learning styles coalesced with the Danielson framework in components 3b, 3c, and 3d, as well as, Webb’s Depth of Knowledge for the tiers of questioning difficulty. This data will help streamline the delivery of professional development in the Danielson components cited above to maximize student engagement based on the data collected on the student’s learning styles which translates to teacher’s making accommodations in their pedagogy to compliment students’ learning styles.									
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.

By 2/16 use the MOTP Detail Report in the Advance system to analyze teacher observations to obtain data regarding progress towards meeting the goal of 50% of teachers with “developing” or “ineffective” ratings in Danielson’s components 3b and 3d (in 2015-2016) will be rated (at least) “effective” in those components.

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.

QHSSYC has high academic expectations. In that regard, QHSSYC has seen a spike in the social-emotional needs of our students who are engrossed with the need to succeed academically. QHSSYC is currently included in a network of similarly academic achieving pride; unfortunately, this pressure can negatively affect student social performance and their general outlook on student life. Students are facing tremendous pressure from external forces such as peers, family, and society at large to attain academic success. The school currently has two Guidance Counselors; however, there seems to be a greater student need for additional emotional support services and interventions. The current student body does not have any IEP’s; however, based on the regular conferences with the Guidance Counselors and the parents, additional support is needed. In many cases, the students are seeing a professional outside of school; however, additional emotional supports beyond the scope of the Guidance Counselors are needed. The goal is to prepare our students with coping strategies to deal with stress in all walks of their lives. In conjunction, the staff needs to be trained on the handling of delicate issues of interacting with students that may identify with one of the following groups: Lesbian, Gay, Bi-sexual, Transgender, Queer, Intersex, Asexual, or Ally. Lastly, partnering with a Community Based Organization (CBO) such as the Child Center of New York can provide the school with a Social Worker to meet the social-emotional needs of our students.

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.

To attain the support of a CBO social worker to serve the social-emotional needs of 1% of our student population during the 2015-2016 school year

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>Contact Head of Guidance Department at St. John’s to touch base regarding setting up a Guidance Intern pipeline program here at the school.</p>	<p>Students</p>	<p>July 5-July 10</p>	<p>Principal</p>
<p>Work with the Guidance Counselors to attain the services of the Child Care Center of New York and to partner with the agency.</p>	<p>Faculty, Students</p>	<p>June - August</p>	<p>Guidance Counselors, Principal</p>
<p>Full implementation of the Child Care of New York social worker on a rotational basis at the school and Guidance Counselor identification of students in need of services. Guidance Counselors generate a case load for the intern.</p>	<p>Faculty, Students</p>	<p>September-October</p>	<p>Guidance Counselors, Principal</p>
<p>Child Care Center of New York Social Worker is meeting the students in his/her case load and working in tandem with the Guidance Counselors on strategies to meet the student’s needs.</p>	<p>Students</p>	<p>October-May</p>	<p>Guidance Counselors, Social Worker</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>The services of the CBO’s are pro-bono.</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>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>X 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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A mid-point benchmark to indicate progress toward meeting this goal would be the end of each marking period starting in October, December, and January to serve as the timetable to gauge the effectiveness of the additional services provided for the students. Reviewing the Social Worker's's session notes, Guidance Counselor's anecdotes in Skedula, and feedback from teachers are all the data used to analyze the effectiveness of the goal.

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.

Fostering student voice is an integral component of school culture. Currently, as a component of the Student Government Organization, the Consultative Council meets regularly with the Principal to address concerns which impact student life at QHSSYC. This process is important for it empowers students to be assertive and contribute to the school community by serving as active participants in their learning environment. QHSSYC has partnered with the Anti-Defamation League’s “No Place for Hate” initiative. It is expected that through this partnership, students who participate in the “No Place for Hate” initiative will serve as QHSSYC ambassadors to combat the lack of tolerance, cyberbullying, and any form of ostracism experienced at the student level. Currently there are twenty members of the “No Place for Hate” who have been trained by the Anti-Defamation League to serve as peer mentors. Students in the “No Place for Hate” group will serve as representative of QHSSYC by spreading the awareness of cyberbullying and how to effectively deal with this behavior. The group will host several activities to spread awareness and also make presentations to local middle-school students about the dangers of cyberbullying. QHSSYC student participation in “No Place for Hate fosters student leadership, student voice, and connections to the community.

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.

During the 2015-2016 school year, 10% of the student body will participate in Anti-Defamation League (ADL) related activities, while 5% of the student population will participate in peer mentoring activities to reduce cyberbullying, and promote tolerance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Student lead classroom presentations during social studies classes.</p>	<p>Students</p>	<p>10/8-10/15</p>	<p>Teacher and Students</p>
<p>Arrange via Amanda Holder from ADL to train five percent of the student population in grades 9-12 to become peer mentors.</p>	<p>Students</p>	<p>10/22-2/3</p>	<p>Teacher and Students</p>
<p>Additional afterschool events hosted by ADL students.</p>	<p>Students</p>	<p>10/22-6/3</p>	<p>Teacher and Students</p>
<p>Collaboration amongst various school clubs and organizations to host after school events such as “Diversity”.</p>	<p>Students</p>	<p>10/22-6/3</p>	<p>Teacher and Students</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>Per session activity will be required to compensate the teacher. The ADL cost to train the peer mentors will be absorbed by the P.T.A. ADL has attained a grant for the school to cover 91% of the total cost of training peer mentors which is \$6,000. The P.T.A will cover the difference. ADL will provide the personnel, instructional manuals, etc.</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>X</p>	<p>PTA Funded</p>		<p>In Kind</p>	<p>X</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>
<p>Consult with the teacher advisor for “No Place for Hate,” and monitor the frequency of after school “No Place for Hate” activities fostering student involvement by 10/29. If no activities besides classroom presentations have been conducted, a re-evaluation of the activity calendar and collaboration with other clubs will be reviewed.</p>

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)	Report card cards Individual class assessments Teacher/Parent recommended	Writing skill reinforcement	Tutoring	After school
Mathematics	Report card cards Individual class assessments Teacher/Parent recommended	Problem solving sessions	Tutoring	After school
Science	Report card cards Individual class assessments Teacher/Parent recommended	Lab-make up	Tutoring	After school
Social Studies	Report card cards Individual class assessments Teacher/Parent recommended	DBQ practice	Tutoring	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referrals to Guidance	Small group counseling	Small group counseling	During school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Queens High School for the Sciences**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Queens High School for the Sciences will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Queens High School for the Sciences, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State's Standards and Assessments by:

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

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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 28	Borough Queens	School Number 687
School Name Queens HS for the Sciences at York Coll		

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 Lenneen Gibson	Assistant Principal Greg Reo
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Yibing Zhao	School Counselor J. Meslin/R.Minkowsky
Teacher/Subject Area Nancy Santiago/English	Parent Dave Ragoonanan
Teacher/Subject Area	Parent Coordinator N/A
Related-Service Provider N/A	Borough Field Support Center Staff Member Piere Galvez
Superintendent Juan Mendez	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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]	0	Number of teachers who hold both a bilingual extension and TESOL certification	1
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)	435	Total number of ELLs	0	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"/>

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
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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
DL										0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

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										2				0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0			
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
 Currently we do not have any ELL's; however, if posed with the situation, we would administer the NYSITELL assessment to first-time entrants whose home language was determined to be other than English. Our school would also use class exams and standardized measures (such as AP, Regents, NYSESLAT, etc.) to assess the progress of our ELLs, under the direction of our AP. The data would allow us to monitor the progress of our ELLs, and would help us ensure that they are making adequate progress.

 ELL periodic assessment tools would be purchased to assess the student's ability level and teachers would use their custom designed assessments. Currently, the former ELL's in the school demonstrate proficiency at the commanding level. The ELL periodic assessment tool would be administered to the students. Teachers would be able to gather information on their students' strength and needs in English language development. The data gleaned from the tests would tell teachers what skill sets to be addressed in their lesson plans and curriculum maps.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We currently do not have any ELLs on register.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Currently, we do not have any ELLs on register.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. Currently, we do not have any ELLs on register. Were we to have ELLs, we would compare overall scores and subscores on standardized exams (such as AP, Regents, etc.).
- b and c. We do not have any ELLs on register.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
To ensure a child's second language development is considered in instructional decisions, the Home Language Identification survey along with the parent interview is always referenced, the NYSELAT exam is also referenced to see if there has been any improvements in certain modalities, and the ELL Periodic Assessments targeting literary traits and modalities as well. Content area teachers also work with the ESL teacher to ensure that there is a scaffolding of content. Since the school utilized an integrated ENL model, the ENL teacher and content area teachers will work in teacher teams to address new language development in their curricula.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We do not have any ELLs on register. We would evaluate the success of our programs for ELLs using formative and summative assessment data, including Periodic Assessments, Classroom Assessments, and Regents Exam and AP scores, as appropriate.

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.
- For students who have attended NYC public schools prior to coming to our school, no initial identification is needed. Within the first ten days of school, for students who have attended non NYC public schools, the Home Information Language Survey (HILS) is completed by the parents/guardian and student. During this process, the ENL teacher who speaks English, French and Mandarin is conducting an oral interview with prepared questions for the parent guardian and student in the parent and student's preferred language. This process also includes an informal oral interview by the ENL teacher to clarify the parents' and students' responses. After reviewing the HILS for home language experience other than English, and based on the HILS the home language is or is not English, the ENL teacher will determine whether the student is eligible for the NYSITELL. If the student's home language is English, the ELL identification process ends.
- If the student's home language other than English is Spanish, and the student has been identified as an ELL via the NYSITELL results, the student must be administered the Spanish Lab.
- If the the student's home language is not English, the school will further interview the student and parent and review if the student has an IEP or not. IF the student does not have an IEP, the Principal, ENL teacher along with the parent, and the student, (Language Proficiency Team) as stated will conduct an in-depth interview to determine NYSITELL eligibility in English and in the student's home language. With the assistance of the ENL teacher, a school based assessment will be used to screen the student's writing and oral skills in English and the student's home language. Based on the student's evidence the LPT recommends the student should take the NYSITELL. IF the student scores below the cut score, the student is an ELL.
- The parent will be informed of the student's results of the NYSITELL via a parent notification letter in the parent's preferred language. Parents will also have a parent orientation in which they will view the Parent Orientation video that explains the three program options. Parents are given the parent survey and program selection form in the parent's preferred language and the parent indicates the program of their choice. Translation services will be available to the parent during the entire process.
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).
N/A
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).

The LPT members consists of the Principal, ENL teacher, Special Education point person, and the parent. A student and the parent are administered the Home Language Identification Survey and it is determined that the student's home language is other than English, the LPT reviews evidence of the student's English language development through assessments in accordance with CR Part 200.4(b)(6) in the student's home language. The Special Education point person will determine if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on evidence the LPT determines that student has English Language acquisition needs, the LPT determines the student must take the NYSITELL. If the student scores below the cut off score, the student is an ELL.

The school will inform the parents of the results of the NYSITELL and ELL status via a parent notification letter in the parent's preferred language. A translation services will be available to the parent during the entire process

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 entitlement letter is distributed at the parent orientation in the parent's preferred language. Since there is one program available, there is no form to return. Continued entitlement letters are mailed home periodically. Copies of these letters are maintained on file at the school, by the ELL Pupil Accounting Secretary.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
The ELL Pupil Accounting Secretary ensures that letters are distributed prior to the deadline and phones each parent in order to ensure receipt.
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.
The criteria and procedures used are continued monitoring of the parent choice forms to indicate which scenario the parent has selected for their child in terms of which environment the parent chooses for their child to receive instruction: ESL, bi-lingual or dual language, push in or pull out. The LAB-R scores are used to determine if the ELL is beginner's, intermediate, or advanced, the NYSELAT scores to monitor the level of the ELL students, and the number of minutes allotted for ELL instruction based on the level the student scored. Outreach to parents is handled by the ELL Pupil Accounting Secretary and the ENL teacher.
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 entitlement letter is distributed at the parent orientation. Since there is one program available, there is no form to return. Continued entitlement letters are mailed home periodically. Copies of these letters are maintained on file at the school, by the ENL teacher and the ELL Pupil Accounting Secretary. Records are stored in each student's cumulative folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher and Pupil Accounting Secretary monitors the forms that have not been completed and returned and contacts parents via telephone and Skedula messages.
9. Describe how your school ensures that placement parent notification letters are distributed.
Mailings are sent to the home, return receipt.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation is maintained in a student's cumulative folder.
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.
We not have any ELL's on register, were we to have ELL's on register, we would administer the NYSESLAT as per state and city guidelines at the earliest possible date.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Pletters are distributed in person where possible and receipt is confirmed by phone.
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).
Over the past five years, the school had a 0 percent ELL population; however, historical data such as previous RLER and RLAT data can be reviewed through ATS, the BNDC data from ATS can be used as well. A review of the past parent survey and program selections can be collected and analyzed through a spreadsheet to look at any specific trends. All in all, history has shown that we do not have an ELL population to open a bi-lingual education program here at the school.

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.
This is an integrated ENL program.
 - 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)?

We do not have any ELLs on register. Students would be programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and NYSITELL. Students who are at the Beginners level would have 540 minutes of weekly instruction; Intermediate level would have 360 minutes of weekly instruction; Advanced level would have 180 minutes of ESL and 180 minutes of ELA, as mandated by CR-Part 154. Students who have transitioned out of ESL within the past two years receive supportive services as mandated (i.e. 0.5 credit in Integrated ENL in ELA or a content area).
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.

In the push in model, the ESL teacher and the content level teachers will collaborate with one another to have their lessons scaffold with each other. The materials covered in the ESL classes will be shared across the content so that the students are receiving their allotted time for instruction. If a beginner's student needs 540 minutes, this can be shared across the content areas for the ESL and the content area teachers can collaborate with one another to ensure that even in the content area classes, the ELL students are still receiving ESL support. In order to make content comprehensible and to enrich language development a variety of scaffolding strategies are used, e.g. explicit teaching of content vocabulary, use of glossaries and artifacts. The curriculum maps are Common Core aligned; therefore, the skills for each unit are emphasized during lesson delivery. Instruction of ELLs is differentiated based upon the individual needs of students. Students are given opportunities to work independently as well as working cooperatively with peers.

Content areas would deliver instruction following the standard instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards. We would also utilize leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues. ELL special needs students are integrated with the general education ELL population during mandated minutes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Examples of the assessments are the ELL periodic assessments test. Interim and formal assessments are administered to the students in their native language throughout the year, analyzing that specific benchmarks have been attained as set by the ENL teacher. We would integrate technology to support writing instruction and motivate students to use written language to communicate. We would draw on their background experiences and encourage connections between academic concepts and students' own lives. We would connect with students' families and culture. We would use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Lastly, we would vary assessment strategies.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The students will be assessed appropriately each marking period as deemed by the ENL teacher. The frequency of testing will be determined by the ESL teacher and monitoring student classroom progress.
6. How do you differentiate instruction for each of the following ELL subgroups?

Chart

SIFE

- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Interim and formal assessments are administered to the students in all four modalities of English throughout the year, analyzing that specific benchmarks have been attained as set by the ESL teacher. We would evaluate our ELLs in ELA alongside their peers and by the same standards. Curricula in all English classes include formative and summative assessment in all four language modalities.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.
The school constantly review relevant formative and summative assessment data.
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?
Strategies and technology include the Smart Board, student response systems (clickers), scaffolding, collaboration between ESL and content teachers, graphic organizers, concept maps, and annotating texts.
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?
Currently, the school does not have a SWD population at this time or any students with IEP's. A licensed special education teacher would need to be hired in order to fulfill their requirement.

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 Chart ONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or 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.

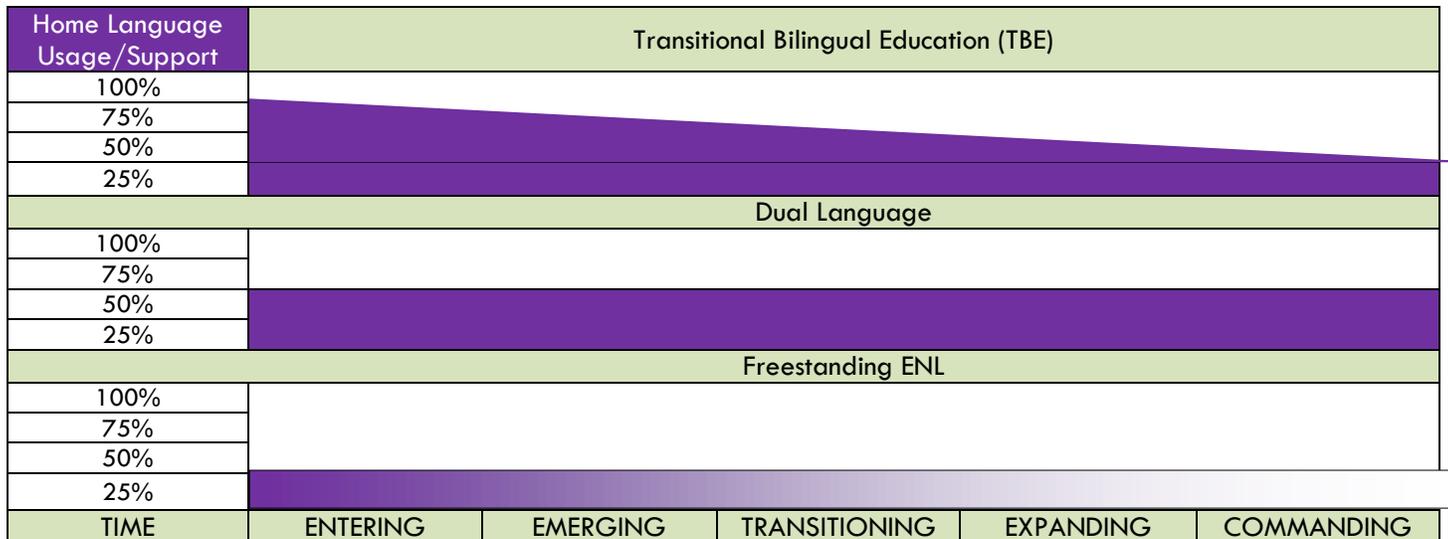


*Note: “other approved services” does not apply to New York City at this time.

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.
We do not have any ELLs on register and have not had any for the past ten years. Were we to have ELLs, we would conduct targeted intervention programs for ELLs in the Content Areas as student needs dictate. We would also offer ESL support during our Small Group Instruction period.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
We do not have any ELLs on register.
12. What new programs or improvements will be considered for the upcoming school year?
N/A
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.
Were we to have ELLs, we would ensure that ELLs are offered equal access to all school programs. Supplemental services would be offered through programs funded under Title III.
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.
Instruction materials such as dictionaries and glossaries are distributed to ELLs. Other support, including use of technology, is incorporated in regular instruction. The school is also equipped with Smart Boards, student response systems, (clickers), and Pupil path.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
When available, oral and written translations are provided to ELLs in their native language upon the request of the student.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
N/A
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).
N/A
19. What language electives are offered to ELLs?
Chinese (Mandarin) and 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.)
Research findings about English Language Learners will be shared with the staff. A consultant will be hired to work with the staff in an effort to increase the awareness of the ELLs' learning styles and incorporate special strategies in all subjects. School based inquiry team will focus on the performance data of current and former ELLs. Their findings will be used to help teachers in addressing the needs of ELLs.
ELL trainings for all staff: Guidance Counselors and ENL teachers are provided by borough facilitated professional development sessions, faculty conferences and department meetings. Additionally, school dedicates funds for teachers to attend conferences sponsored by the DOE, network sponsored professional development meetings. During the faculty conferences, the ESL and Guidance Counselors conduct professional development for the staff. A record of all professional development session notes and materials, and attendance are kept on file at the school. In addition, Title III monies would finance the professional development.
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?
Professional development is offered to teachers of ELLs via DOE supported external professional development workshops offered by the Borough Support Centers, specifically the ELL contact person.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
We do not have any ELL's on register. We would provide support through faculty and department conferences. Staff meet weekly in grade teams to discuss common strategies and approaches. The faculty also runs an advisory program to develop academic skills in the freshman year.
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.
Professional development requirements will be met by the ELL teacher participating in weekly professional development meetings with Guidance on Fridays for 65 minutes. Agenda and attendance will be maintained by the Principal and Guidance Counselors.

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?

Interim student progress reports (6 times a year) will be translated to adult preferred languages and sent home via both email and postal mail.

During the SLT, PTA, Parent teacher conferences

- Oral interpretation in different languages will be provided when contacting parents who speak one of those languages, performed by staff members and students.
- Using available resources, some important documents will be translated to other languages and be available to the parents. For example, the Student Handbook will be translated into Chinese. Written translations are usually provided by DOE employees and parent volunteers.
- A sign in each covered language indicating the availability of interpretation services is visible in the entrance of the school. When a request of written translation or oral interpretation is made by a parent, either a staff member will provide the required service, or DOE Translation and Interpretation Unit will be contacted.
- An automated phone messaging system is used to make announcements to all parents in different languages.
- Since Chinese and Korean are two of the most preferred languages chosen by non-English speaking parents, Chinese and Korean parents will be invited to an annual meeting with the principal, discussing important topics such as parental involvement in a child's education, graduation requirements, social and emotional needs of a child, college admissions process, etc. Since the principal is proficient in Chinese, the meeting with the Chinese parents will be held in Chinese. Oral interpretation will be provided for Korean parents.

An internal survey is conducted by the school to determine the parent's needs.

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.
We do not have any ELL's on register. We would use Title III monies to include the parents of ELLs and will provide Translation Services.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Currently, the school is partnered with Child Center of New York Asian Outreach.
5. How do you evaluate the needs of the parents?
Parents are provided surveys.
6. How do your parental involvement activities address the needs of the parents?
The activities conducted are based on feedback from the surveys and P.T.A.

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.

N/A

Part VI: LAP Assurances

School Name: Queens HS for the Sci at York

School DBN: 28Q687

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)
Lenneen Gibson	Principal		10/29/15
Greg Reo	Assistant Principal		10/29/15
Dave Ragoonanan	Parent Coordinator		10/29/15
Yibing Zhao	ENL/Bilingual Teacher		10/29/15
	Parent		1/1/01
Nancy Santiago	Teacher/Subject Area		10/29/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Jennifer Meslin	School Counselor		1/1/01
Juan Mendez	Superintendent		1/1/01
Pierre Galvez	Borough Field Support Center Staff Member _____		10/29/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q687

School Name: Queens HS for the Sciences at York
Superintendent: Juan Mendez

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.

Students who are accepted into our school and their parents are invited to an orientation day where we administer the Home Language Survey. This allows Queens HS for the Sciences to conduct oral interviews directly following the filing of the written survey in English, and identify those that need an interpreter. If an interpreter is needed we contact the Office of Translation and Interpretation to conduct an interview in the native language. Additionally, ELL students and former ELL students are sent printed messages in their home language as well as English and asked yearly how they would like to receive information.

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.

Chinese (including Mandarin and Cantonese), Spanish, Bengali

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.)

Parent-teacher conference announcements, lunch forms, and Pupil Path letters

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.

The formal face to face meetings the school typically has with parents are: parent teacher conferences, school leadership team meetings, parent teacher association meetings, orientations, guidance meetings with parents, awards night, graduation, and parent workshops hosted by the Principal. The informal interactions includes phone messages using the phone message system, guidance counselor or teacher calls to parents, emails to parents via PupilPath, and text messages via Remind,

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.

We have incorporated technology portals including PupilPath and Remind for parents to scrutinize their child's progress as well as communicate with Queens HS for the Sciences faculty. Additionally, our PTA holds workshops for parents and communicates frequently with our parent population on school matters. Parent needs are expressed in several forums including School Leadership Team, the Parent Teacher Association. and in Principal workshops with the parents.

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 staff are on hand to translate routine phone calls that are either incoming or outgoing. Teachers use these volunteers for direct communication. We make extensive use of the school messenger automatic phone system, this technology has the ability to send messages home in the parents native language. Translators will be on hand during parent teacher conferences to assist. Oral translation services through the Office of Translation and Interpretation are available upon

request. We initiate the request period if there is an upcoming parent meeting scheduled through guidance or a teacher, Parent Teacher Conferences or a general PTA Meeting.

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.)

Staff members will be made aware of how to use translation services and over the phone interpretation service via email and during the sixty-five minute professional development time on Fridays.

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

School complies with all notification requirements. For instance the correct signage is placed near the entrance advising parents of their right to translation services. Through multiple portals including Pupil Path, letters home, emails, and constant communication with school personnel including but not limited to the guidance counselors, faculty and administration, Queens HS for the Sciences strives to keep constant lines of communication open for families

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)

The mechanisms the school will use to gather feedback from parents on the quality and availability of services are through parent surveys during Parent Teacher Association meetings and parent workshops with the Principal.