2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 25Q241
School Name: QUEENS HIGH SCHOOL FOR LANGUAGE STUDIES
Principal: MELANIE LEE
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens High School for Language Studies
School Number (DBN): 25Q241
BEDS Code: 342500011241
Grades Served: 9, 10, 11, 12
School Address: 35-01 Union Street, Flushing, NY 11354
Phone Number: 718-888-7530
Fax: 718-888-7525
School Contact Person: Jazmin Dejoie
Email Address: info@qhsls.org
Principal: Melanie Lee
UFT Chapter Leader: Katy Terry
Parents’ Association President: Richard Zabala
SLT Chairperson: Melanie Lee
Title I Parent Representative (or Parent Advisory Council Chairperson): JianRuRen
Student Representative(s): Liqing Xuan, Nicollette Phillips, Yely Chen
CBO Representative: Yely Chen

District Information

Affinity Schools CUNY/UA Superintendent: Fred Walsh
Geographical District: Superintendent’s Office Address: 333 7th Ave., Rm. 715, New York, NY 10001
Superintendent’s Email Address: FWalsh@schools.nyc.gov
Phone Number: 212-356-3754
Fax: 212-356-7514
### Field Support Center (FSC)

<table>
<thead>
<tr>
<th>Affinity</th>
<th>Alexandra Anormaliza</th>
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<tbody>
<tr>
<td>FSC:</td>
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<tr>
<td>Executive Director:</td>
<td></td>
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<td></td>
<td>131 Livingston St., 6th Floor, Brooklyn, NY 11201</td>
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<tr>
<td>Executive Director’s Office Address:</td>
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<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:AAnorma@schools.nyc.gov">AAnorma@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-935-5618</td>
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<td>Fax:</td>
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## 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Melanie Lee</td>
<td>*Principal or Designee</td>
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<tr>
<td>Katy Terry</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Richard Zabala</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>Edna Miles</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>JianRu Ren</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Liqing Xuan</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Nicollette Phillips</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>YelyChen</td>
<td>CBO Representative</td>
<td></td>
</tr>
<tr>
<td>Medina del Castillo</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Ashley Weinstein</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>QiaoYanJiang</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>CanLian Zheng</td>
<td>Member/Parent</td>
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<td>Evelyn Hogu</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
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<td><strong>Effective School Leadership</strong>: 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.</td>
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<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust</strong>: 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.</td>
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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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

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<tbody>
<tr>
<td><strong>1.</strong> What is your school’s mission statement?</td>
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<tr>
<td><strong>OUR MISSION STATEMENT</strong></td>
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QHSLS seeks to graduate students prepared for success in college and career. With the support of caring educators who foster our core values of PRIDE (partnership, responsibility, inquiry, determination, and empathy), our students engage in a comprehensive curriculum that includes the intensive study of English and Mandarin Chinese. By meeting
the linguistic, academic, and socio-emotional needs of all our students, we challenge and encourage our graduates to achieve their best potential, not just in one language but in two.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

BACKGROUND

The Queens High School for Language Studies (QHSL) opened in September 2013 on the Flushing Educational Campus, a historic building shared with Veritas Academy and Flushing High School. In the 2018-2019 school year, our school serves over 420 students in grades 9 to 12. QHSL offers a transitional bilingual education program in Mandarin Chinese and seeks to serve a community of students that is 50% English proficient and 50% English Language Learner. Our ELLs are all Chinese speaking, and the vast majority have been in the United States less than three years. Our English proficient students are diverse in their backgrounds, and many are former ELLs. Close to twenty languages are spoken by our school community. As a small high school, thirty-two teaching faculty, ten support faculty, and three administrators comprise our faculty. Our school qualifies for Title I School Wide Programming.

In June 2017, we celebrated our first graduation. 95% of our first cohort graduated with over half achieving an Advanced Regents diploma. In June 2018, 97% of our second cohort graduated with over half again achieving an Advanced Regents diploma. 93% of our first cohort of graduates have enrolled in post-secondary schools; 80% of these schools are 4-year colleges. Because many of our students are first in their family to attend college in the United States, we have created an early college and career awareness program that includes workshops facilitated by our upperclassmen for 9th and 10th graders, a college access class in 11th grade, and robust one-to-one counseling in the 12th grade with our college counselor and the support of trained senior peer counselors, called Youth Leaders.

Community based organizations we partner with include Chinese Planning Council (CPC) and Asian Americans for Equality (AAFE). Our work with CPC ensures we have an after school program, Monday through Thursday, until 5PM for our students. This includes peer tutoring, a supervised homework space, and extra-curricular activities including trips around the city and state. Our partnership with AAFE supports our families with social services, pathways to citizenship, financial planning, and leadership programs for students.

This year, QHSL is proud to be a Learning Partners host school for a second year. This is our fifth year in the program. We are also part of the CUNY Affinity Network, AP for ALL, Algebra for ALL, and College Access for ALL initiatives.

3. Describe any special student populations and what their specific needs are.

Our school is designed to serve New York City’s adolescent Chinese immigrant learners, providing intensive ENL instruction and a transitional bilingual education program. This supports their continued learning in the content areas as our students learn academic English. Currently, our school is approximately 30% ELL or recent FELL, with 15% at the transitioning level or below and 15% at the expanding or commanding level.

Another special student population are our students with disabilities, who we currently serve through ICT settings and SETTS classes. Approximately 6% of our students have an IEP. Three of our students with disabilities are also ELLs.

4. Identify 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.
OUR PROGRESS:

Over the past year, areas of progress within the Framework for Great Schools include Rigorous Instruction, Supportive Environment, and Collaborative Teachers.

For Rigorous Instruction, our goal last year was to improve our students’ achievement through inquiry cycles that supported teachers in adjusting curriculum and instruction, as measured by a 3% increase in the number of students demonstrating 4-year college readiness from 73% to 76%. Last year, our 4-year college readiness index was at 80%. In 2017-18, we worked with our subject area departments to strengthen inquiry cycles, meeting two to three times a month with teacher-leaders to support and monitor this work. Together with instructional rounds completed within our Learning Partners programming, we strived to improve the pedagogy in our school, particularly with regard to differentiation of instruction to increase student independence.

For Supportive Environment, our goal was to increase the engagement of our at-risk students through targeted socio-emotional supports, as evidenced by a decrease in high-level infractions in OORS from 20%, from 20 incidents to 16. Last year, we had a total of seven incidents, with four at Level 4 and none at Level 5. The prior year, we had nine incidents at Level 4 and one incident at a Level 5. A key component of this work was building the capacity of our entire staff to review student data, both quantitative and qualitative, academic and behavioral, to target students who were most at-risk.

For Collaborative Teachers, our goal last year was to improve the coherence of our curriculum by collaborating in departments to vertically align unit plans and curriculum maps to the Common Core Learning Standards. In 2016-17, our teachers answered positively to School Survey questions around the CC shifts in literacy and math at 79% and 84%, below the city average. In 2017-18, positive responses improved to 94% and 88%, meeting the city average. Our improvement here is a result of all our departments’ work to align and examine common assessments, across the grade levels, to the CCLS in literacy.

Our areas of focus continue to be in Effective School Leadership to improve instruction across our school and Strong Family-Community Ties to improve parent involvement.

For Effective School Leadership, our goal last year was to improve instruction with an emphasis on using formative assessment to improve differentiation, demonstrated by a 0.1 increase in MOTP average scores in Domain 3, from 2.7 to 2.8. By June, our MOTP average score for Domain 3 remained the same at 2.7. We aimed to vary supports provided to teachers and will continue working on this goal in 2018-19. Additionally, much of the 2017-18 school year was spent calibrating our observations among the two assistant principals and principal. With the addition of a second AP last year, we prioritized norming our evaluations and assuring teachers were receiving consistent and fair feedback and scoring. As a result, we are better equipped this year to provide differentiated supports for teachers to improve their teaching practice and will continue striving towards this goal. Our work to norm and align feedback resulted in positive teacher survey responses related to Trust, detailed more below.

For Strong Family-Community Ties, our goal last year was to more effectively communicate and collaborate with our parents around expectations for student independence and ownership of their learning, as evidenced by a 10% increase in positive responses to feedback surveys after parent workshops and conferences. We achieved this goal based on feedback from our student-led parent-teacher conferences; however, positive responses to the DOE school survey were approximately the same as in prior years, showing almost no change.

Our school’s progress is also revealed in the Trust and Student Achievement portions of the Framework for Great schools. The 2017-18 school survey results reveal that teacher-principal trust continues to be strong, with 98% of responses being positive, 16% above the city average. 100% of teachers agreed or strongly agreed that the principal and assistant principal function as a cohesive unit, 20% above the city average. With the addition of a second assistant principal, this was an important question for our administrative team. All other relationships remained strong, above
or well above the city average, including teacher to teacher, student to teacher, and parents to teachers and principal. As we continue to strive in our areas of focus, the component of trust is the foundation for our improvement efforts.

Our student achievement metrics continue to reflect the work of our school: 97% of our second cohort graduated last year with 58% achieving an Advanced Regents diploma. We've maintained credit accumulation for students in Years 1 (98%), 2 (97%), and 3 (93%). We also have our first data around post-secondary enrollment. 93% of our first cohort of graduates have enrolled in post-secondary institutions. Another important metric that we monitor closely is our attendance. We maintained a 95% attendance rate with 82% of our students with greater than 90% annual attendance. We will continue to monitor and strive to improve our students' achievement and preparation towards college and career.
### School Demographics and Accountability Snapshot for 25Q241

#### School Configuration (2018-19)
- **Grade Configuration:** 09,10,11,12
- **Total Enrollment (2017-18):** 427
- **SIG Recipient (Y/N):** No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** YES
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** N/A
- **SETSS (ELA):** 4
- **Integrated Collaborative Teaching (ELA):** 18
- **# Special Classes (Math):** N/A
- **SETSS (Math):** 5
- **Integrated Collaborative Teaching (Math):** 16

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 7
- **Music:** #
- **Drama:** 6
- **Foreign Language:** 16
- **CTE:** #

#### School Composition (2017-18)
- **% Title I Population:** 80.0%
- **% Attendance Rate:** 94.1%
- **% Free Lunch:** 78.8%
- **% Reduced Lunch:** 8.9%
- **% Limited English Proficient:** 21.3%
- **% Students with Disabilities:** 5.6%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.9%
- **% Black or African American:** 9.1%
- **% Hispanic or Latino:** 27.2%
- **% Asian or Native Hawaiian/Pacific Islander:** 58.8%
- **% White:** 2.6%
- **% Multi-Racial:** 2.3%

#### Personnel (2015-16)
- **Years Principal Assigned to School:** 5.25
- **# of Assistant Principals:** 2
- **% of Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 5%
- **% Teaching with Fewer Than 3 Years of Experience:** 41%
- **Average Teacher Absences (2014-15):** 5.7

#### ELA Performance at levels 3 & 4
- **Performance:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A

#### Science Performance at levels 3 & 4 (4th Grade)
- **Performance:** N/A
- **Science Performance at levels 3 & 4 (8th Grade):** N/A

#### ELA Performance at levels 3 & 4
- **Performance:** 95%
- **Mathematics Performance at levels 3 & 4:** 99%

#### Global History Performance at levels 3 & 4
- **Performance:** 93.9%
- **US History Performance at Levels 3 & 4:** 96%

#### 4 Year Graduation Rate
- **Performance:** 93%
- **6 Year Graduation Rate (2011 Cohort):** N/A

#### Regents Diploma w/ Advanced Designation
- **Performance:** 53.7%
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

#### Overall NYSED Accountability Status (2018-19)
- **Reward:** No Recognition
- **In Good Standing:** Yes Local Assistance Plan
- **Focus District:** Yes Focus School Identified by a Focus District
- **Priority School:** No Focus Subgroups

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **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:** ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **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:** ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - **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:** ALL STUDENTS

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **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:** YSH
  - **White:** N/A
  - **Multi-Racial:** N/A
  - **Students with Disabilities:** N/A
  - **Limited English Proficient:** N/A
  - **Economically Disadvantaged:** ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **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:** ALL STUDENTS

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - **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:** ALL STUDENTS

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2018-19 CEP

13
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. Strengths:

   Through the monitoring of student data, individualized student programming, and targeted counseling, we work to ensure the vast majority of our students are on track in their progress towards graduation. Our overall Regents Completion Rate and College Readiness Index continues to be well above our peer group average.

   **2017-18 Student Achievement Metrics**

   - Graduation: 97%. Advanced Regents Diploma Achievement: 58%.
   - College Readiness Index 80% (2017-18); 73% (2016-17); College Readiness Lowest 3rd (69%)
   - Average Regents Completion 84% (2017-18); 89% (2016-17)

2. Priority Needs:

   Improving the teaching and learning that occurs across our classrooms is a continual area of improvement. Our focus this year is the cognitive engagement of our students, using research from Robert Marzano et. al. and the work of Zaretta Hammond around Culturally Responsive Teaching. Both researchers discuss the importance in accessing the long-term memory in learning through the cultivation of positive classroom environments, teacher-student relationships, and student-centered pedagogy and curricula. As a result of this work, we hope to see the achievement of our students across subject classes increase.

   **2017-18 Average Regents Score:**

   - English: 70.8
   - Algebra 1: 74.3; Algebra 2: 69; Geometry (not administered in 2017-2018)
   - Living Environment: 76.5; Earth Science: 77; Chemistry 70; Physics: 58
   - Global History: 77.3; US History: 79.0

   **2016-17 Quality Review**

   - Curriculum (1.1): Proficient
   - Assessment (2.2): Developing
   - Pedagogy (1.2): Developing (Area of Focus)
2017-18 School Survey

The Rigorous Instruction score moved from 2.61 to 2.85. Improvement in this score is due to teacher and student survey responses (from 2.94 to 3.88). The overall framework score also reflects our Quality Review from 2016-17.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, teachers will facilitate more engaging and academically rigorous learning experiences for all students, as measured by an increase of 3% in our average Regents scores for all administered exams.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>August-September</td>
<td>School administration and department leaders</td>
</tr>
<tr>
<td>Teachers</td>
<td>September</td>
<td>School administration and department leaders</td>
</tr>
<tr>
<td>Teachers</td>
<td>October-November</td>
<td>Department leaders</td>
</tr>
<tr>
<td>Teachers</td>
<td>January</td>
<td>School administration and department leaders</td>
</tr>
<tr>
<td>Teachers</td>
<td>January-May</td>
<td>School administration and department leaders</td>
</tr>
</tbody>
</table>

Faculty will participate in professional development around culturally responsive teaching and models of engagement using the work of Zaretta Hammond and Robert Marzano.

Each department will choose benchmark assessments aligned to the major skills and/or enduring understanding of each course.

Departments will then analyze baseline data in department meetings, establishing instructional goals for the department and each individual teacher. Teachers will also have completed intervisitations within departments with a focus on engagement and culturally responsive teaching.

Each department will administer a benchmark assessment near the end of Term 1 and will have completed one inquiry cycle.

Each department will analyze the benchmark data and make necessary adjustments to instructional goals. Teachers will complete a second inquiry cycle.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

9th grade Back to School Night (late September): Teachers will introduce key components of their curricula to 9th grade parents. Families will also be introduced to the 4-year scope and sequence of our HS program.

Student Led Parent-Teacher Conferences (early November and April): These conferences provide an opportunity to review and answer questions around student performance and preparation towards college and career readiness.

Key personnel responsible for implementation and oversight are the principal and assistant principals.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources include department lead-teachers. Budgeting includes per session funding for teachers and supervisors. Common planning time is allocated within the master schedule for department meeting time. Instructional resources include research-based texts.

**Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.**

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 February 2018, 100% of our departments will have administered benchmark assessments in order to plan and revise curricula and engagement strategies for the second term.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

January and June Regents Scores

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

1. Strengths:

We have strong systems and structures in place to monitor student attendance and to communicate concerns around our students' socio-emotional needs between teachers and guidance/administration. Communication with parents is also key and aided with the use of Remind. Additional monitoring is supported by school wide technology use of Google Apps for Education and IO Education.

We have also worked hard to build a school culture that nurtures a growth mindset among our community, attributing success to effort and behaviors, not innate ability or intelligence. For example, we have a common list of behaviors aligned to our core values of PRIDE, with which students can self-assess around throughout their time at QHSL. An example of a structure that supports this is our customization of progress report card comments to describe these behaviors in greater detail, providing feedback to our students as well.

Attendance Data

2017-18 Attendance: 95% (95% in 2016-17)

2017-18 School Survey

- Our framework score is 4.26, placing us above the city average by 0.87. (4.09 in 2016-17)
- 85% of teachers responded that a lot or all of the adults at their school recognize disruptive behavior as social-emotional learning opportunities. (80% in 2016-17)
- 79% of students responded that in most or all of their classes, their teachers help them catch up if they are behind. (78% in 2016-17)

2016-17 Quality Review

- Positive Learning Environment (1.4): Well Developed
- Culture for Learning (3.4): Proficient

2. Priority Needs:

We aim to continue building the capacity of our teachers to recognize and respond to our students' socio-emotional learning needs through increased teacher to teacher communication and collaboration. We also recognize the need for teachers to communicate more regularly with the students they have for student-led parent-teacher conferences. At QHSL, in lieu of traditional parent-teacher conferences, our teachers schedule conferences with the families of 13-
15 students. These teachers have the students in their content classes while also serving as their designated SLC teacher.

2017-18 School Survey

- 67% of students responded that, in most or all of their classes, their teachers support them when they are upset. (66% in 2016-17)
- 71% of students responded that, in most or all of their classes, their teachers notice if they have trouble learning something. (70% in 2016-17)

Attendance

82% of students have attendance greater than 90%. (falling from 86% in 2016-17)

2017-18 Student Perception Survey

- Our average for favorable responses for the Teacher-Student Relationships portion was 65% (64% in 2016-17; city average: 63%).
- Our average for favorable responses for the Classroom Climate portion was 76% (73% in 2016-17; city average: 67%).
- 59% of students answered favorably to the question (extremely concerned or very concerned): "If you walked into class upset, how concerned would your teacher be?" (64% in 2016-17)
- 47% of students answered favorably to the question (extremely connected or very connected): "How connected do you feel to the teacher in this class?" (48% in 2016-17)


Our teachers have agreed to a School Based Option to meet as a faculty after school on Fridays 14 times throughout the year. This provides time for teachers to meet within grade level teams to discuss student concerns. With both qualitative and quantitative data provided by administration, and the shared observations of colleagues, teachers then develop a clearer understanding of the whole student. This year, our faculty has also passed a SBO to create additional time to meet four times throughout the year, first with their SLC students for a double block to reflect on progress and goal-set, and then after as a faculty to debrief and plan next steps.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, students will feel more connected to the school community as a result of receiving more personalized supports, as measured by a 3% increase in the percentage of students who have above a 90% attendance for the year, from 82% to 85%.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team of interested teachers will collaborate with school leadership on expansion of existing SLC structure. This includes lesson planning for four double blocks with SLC students throughout the year.</td>
<td>Teachers September to October</td>
<td>Administration and volunteer teachers</td>
</tr>
<tr>
<td>Teachers will collaborate in grade teams to examine student data to better support their SLC students. Administration will support conversations by providing important quantitative and qualitative data.</td>
<td>Teachers October to June</td>
<td>Administration and all teachers</td>
</tr>
<tr>
<td>Teachers will conference and make outreach to students and families who are at greater-risk, as evidenced by attendance data, grade data, and qualitative anecdotes.</td>
<td>Students October to June</td>
<td>Administration and all teachers</td>
</tr>
<tr>
<td>Teachers will meet with their SLC students four times throughout the year. These meetings will give students time, under the guidance of their teachers, to set goals and reflect on their behaviors, as well as time for teachers to conference with students.</td>
<td>Students October, December, March, May</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Our student handbook and fall newsletters contain more detailed descriptions of Student-Led Parent-Teacher Conferences. (September and October)

Teachers will follow up with parents after the student-led conference via phone or Remind messaging (after each marking period). Student-led parent-teacher conferences will be in November and April. Parents are encouraged to contact teachers in turn.

Teachers will likewise follow-up with students and parents after each marking period, noting attendance, with the support of our guidance and administrative faculty.

Parents can access information about their child's progress through Pupilpath (IO Education).
Key personnel responsible for implementation and oversight are the principal and assistant principals, the guidance team, and our parent coordinator.

**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.

All faculty are involved in this work. Teacher-leaders meet with administration to plan for SLCs. Budgeting includes per session funding for teachers and supervisors. SBOs have provided time. Instructional resources include technology applications like Google Apps for Education, Remind, and IO Education.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   | Tax Levy |   | Title I SWP |   | Title I TA |   | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |   |   |   |

**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 February 2018, 84% of students will have attendance above 90%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance Data

**Part 5c.** In February 2019, 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

| Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly. |

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. Strengths:

Our teachers meet in departments every other day during a common plan time period that is programmed into their schedules. This ensures there is protected time for teachers to collaborate around shared goals, provide feedback to one another, conduct cycles of inquiry, and vertically align curricula. Administration meets with department lead-teachers two to three times a month to support and monitor progress. Teachers' work in departments is central to our school’s professional development and to our commitment to continuous improvement.

2017-18 School Survey

- Framework element score increased from 4.15 to 4.32 for Collaborative Teachers.
- 93% of teachers say that at their school teachers make a conscious effort to coordinate their teaching with instruction at other grade levels. (85% in 2016-17)
- 97% of teachers say that they had opportunities to work productively with colleagues at their school on professional development. (96% in 2016-17)
- 100% of teachers say they trust each other. (96% in 2016-17)

2016-17 Quality Review

- Teacher Teams (4.2): Proficient
- Leveraging Resources (1.3): Well Developed

2. Priority Needs:

Now in our sixth year as a school, with two graduating classes, our work to vertically align our curricula has been our focus. Our teachers continue to collaborate to provide an increasingly more complex and rigorous learning experience as students progress through the grades. In particular, we recognize an area for improvement continues to be our students' performance on Advanced Regents exams, the SATs, and AP Exams.

2017-18 Achievement Metrics

- College and Career Prep Course Index (CCPCI) 81%; Lowest 3rd: 46%
- 4-Year College Readiness Rate 80% (67% in 2016-17); Lowest 3rd: 69%
- SAT Reading and Writing Median Score for the current 12th Grade Cohort: 440
- SAT Math Median Score for the current 12th Grade Cohort: 540
- AP Exams Median Score: 2
## Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, **Measurable**, Achievable, Relevant, and Time-bound.

**By June 2019, teachers will promote higher-order thinking for all students across the grade levels, as measured by a 2% increase in the College and Career Preparatory Course Index, from 81% to 83%.**
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will conduct intervisitations within departments to improve vertical alignment across grades, to better understand classroom contexts, and to provide feedback around student-centered practices.</td>
<td>Teachers</td>
<td>September to January</td>
<td>Department Lead-Teachers</td>
</tr>
<tr>
<td>Within departments, teachers will conduct assessment and inquiry cycles to improve curriculum and teaching. Following each cycle, departments will examine data and student work to inform next steps.</td>
<td>Teachers</td>
<td>September to June</td>
<td>Teachers in Departments</td>
</tr>
<tr>
<td>Department leaders will meet once a month to receive feedback and support on the cycles conducted in each department.</td>
<td>Teachers</td>
<td>September to June</td>
<td>School administration</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Students and parents/families can view students’ progress using the IO Education App Pupilpath. During SLC parent conferences or in one-to-one family conferences, we will discuss their child's performance as they move through the grades. Key personnel to oversee the engagement of parents and families will be our assistant principal, parent coordinator, and guidance team.

Part 4 – Budget and Resource Alignment

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

Human resources include department lead-teachers. All teachers are involved in this work. Budgeting includes per session funding for teachers and supervisors. Common planning time is allocated within the master schedule for department meeting time. Instructional resources include Google Apps for Education and IO Education.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<tbody>
<tr>
<td>X</td>
<td>X</td>
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<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 February 2019, benchmark assessments aligned to the culminating exams for courses will be administered by 100% of our teachers.

### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.

CCPCI: Performance on Advanced Regents Exams and AP Scores.

### Part 5c.
In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. Strengths:

Our greatest strength relative to this Framework element is the trust administration cultivates with teachers. We have a transparent and organized structure for teacher observations, evaluation, and coaching. Each year, this begins with 3-4 days of faculty conferences and professional development the last week of August. Then, throughout the year, both the principal and assistant principals prioritize time meeting with faculty to nurture professional growth. As our school has developed, we have also distributed leadership to teacher-leaders who have the expertise and the coaching capacity to support their peers. In 2017-18, this includes a model teacher who supports our teachers in instruction for ELLs and a peer-collaborative teacher who supports our ICT collaborations and all teachers in thinking through differentiation for our students with disabilities. This year, we also plan to leverage the content-specific supports offered by our CUNY School Support network.

2017-18 School Survey

- 100% of teachers agreed that the principal makes clear to the staff his or her expectations for meeting instructional goals. (100% in 2016-17)
- 97% of teachers agreed or strongly agree that the principal sets clear expectations for teachers about implementing what they have learned in professional development. (89% in 2016-17)
- 100% of teachers say that the principal knows what's going on in their classroom. (93% in 2016-17)
- 90% of teachers say that at our school, once we start a new program, we follow up to make sure it's working. (89% in 2016-17)
- 97% of teachers say that their professional development experiences have been sustained and coherent. (96% in 2016-17)

2016-17 Quality Review:

- Teacher Support and Supervision 4.1: Well Developed/Area of Celebration
- Goals and Action Plans 3.1: Well Developed
- Monitoring and Revising Systems 5.1: Proficient

2017-18 Student Perception Survey

- 76% of students responded positively to questions around Pedagogical Effectiveness across our school. (City average: 72%; 74% in 2016-17).
- 76% of students responded positively to questions around Rigorous Expectations across our school. (City average: 72%; 75% in 2016-17).
2. Priority Needs

With regard to Effective School Leadership, our administrative team aims to better differentiate and vary the supports we offer teachers. Last year, with the addition of a new assistant principal, we prioritized norming coaching and evaluation to ensure a consistent and fair system for all teachers; unfortunately, this meant less time planning and implementing differentiated supports.

MOTP Scores

- Average across domains: 3.0
- Average for 1e Planning: 2.92
- Average for Domain 2: 3.45
- Average for Domain 3: 2.70
- Average for 4e Reflection: 3.08

2017-18 PPO Feedback from Superintendent Fred Walsh

"Continue to innovate approaches for professional development. For select teachers, implement live coaching and video recorded lessons to improve teacher practice, thereby increasing student engagement...Continue to coach ICT partners to be more intentional with their choice of models to ensure all students' needs are met."

2017-18 Student Perception Survey

48% of students responded positively to questions around Classroom Engagement across our school. (City average: 49%; 46% in 2016-17).

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school leadership will improve teacher practice by providing an impactful and differentiated professional learning plan for teachers as measured by an increase in teacher’s Advance overall ratings, as evidenced by a 0.1 average increase in teacher MOTP summary scores, from 3.0 to 3.1.
### Part 3a – 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:
- Evidence-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).

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<tbody>
<tr>
<td>Teachers</td>
<td>September</td>
<td>Principal and Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>September to June</td>
<td>School administration and coaches through CUNY Affinity</td>
</tr>
<tr>
<td>Teachers</td>
<td>October to June</td>
<td>PCT and Model Teacher</td>
</tr>
<tr>
<td>Teachers</td>
<td>October to May</td>
<td>Principal and Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>January</td>
<td>Principal and Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>February to May</td>
<td>Facilitation Lead-Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Every 4-5 weeks</td>
<td>Principal and Assistant Principals</td>
</tr>
</tbody>
</table>

School leadership use Advance Evaluation initial planning conferences to identify a pilot group of teachers interested in the use of videotaping in their coaching.

School leadership will also identify teachers interested in content area small group PDs provided by CUNY Affinity throughout the year. School administration will ensure teachers receive coverages when attending these PDs.

Our Peer Collaborative Teacher and Model Teacher will offer peer supports, surveying teachers first. They will then follow up with coaching and facilitating professional learning collaborations.

When observing and debriefing with teachers, school leadership will monitor the effectiveness of differentiated supports, suggesting new ones as needed.

Teachers will complete an anonymous survey indicating impact of coaching strategies.

Teachers will conduct intervisitations across departments in triads. Groups will be determined based on shared goals.

After each cycle of observations, school leadership will review MOTP data to determine areas of focus and celebration.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Newsletters for families and students will highlight student learning and teacher practices (six times a year). Parents will be invited to visit classrooms and to provide feedback (twice a year). School administration, our PTA leadership, and our parent coordinator will support implementing this work.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources include a model teacher and peer collaborative teacher, facilitation lead-teachers. All teachers will participate in this work. Budget includes per session and per diem for coverages if needed. Scheduling provides additional prep periods to our PCT and model teacher. Instructional resources include the support of coaches from our CUNY Affinity School Support Organization, technology applications, and equipment for videotaping.

### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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 February 2019, school leaders will review MOTP scores conducted over 2-3 cycles of observations, with improvement evidenced by a 0.05 to 0.1 increase in average scores.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance MOTP Summary Scores

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
   
   Strengths:
   
   Our guidance and administrative support faculty work closely with our teaching faculty to communicate concerns raised by our students and families. To serve our large immigrant community in their home language, we have a multilingual faculty, including our school's first PTA co-presidents who both now work for our school as a school business manager and lead school aide. Additionally, we have implemented systems to better partner with our parents. The use of Pupilpath (IO Education) has been in place since 2013, and more recently, our faculty has broadly used Remind to securely text message parents. Additionally, our parent coordinator has built partnerships with local organizations to provide workshops to our families as well as targeted supports around financial, mental health, and citizenship concerns.

2017-18 School Survey

- 94% of parents/guardians agreed or strongly agreed that school staff regularly communicate with them about how they can help their child learn. (93% in 2016-17)
- 92% of parents/guardians agreed or strongly agreed that teachers work closely with them to meet their child's needs. (93% in 2016-17)
- 84% of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child.
- 96% of families say that our school communicates with them in a language and in a way that they can understand.

Priority Needs:

Our monthly PTA parent workshops have experienced low attendance over the past two years. Additionally, the majority of our parent-leaders in the PTA and SLT are the parents of our juniors and seniors. It is vital that we begin to recruit parents in the 9th and 10th grade who will help lead partnerships and improvement work for our school.

2017-18 Parent Participation

- Student-Led Parent-Teacher Conference parent/guardian participation rate was 85% (80% in 2016-17)
- An average of 22 parents participated in PTA meetings (15-24 parents participated in PTA meetings in 2016-17)

2017-18 School Survey

- 56% of families say that they have had the opportunity to volunteer time to support our school. (city average: 60%)
• 76% of families say that they are likely to attend a general school meeting or school event. (city average: 83%)

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, school staff will deepen our home-school partnerships and empower parents and guardians as effective advocates for their children, as evidenced by a 36% increase in participation at PTA meetings, from an average of 22 parents to 30 parents, and an increase of 5% in participation in student-led parent-teacher conferences, from 85% parent attendance to 90%.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers and Families</td>
<td>September</td>
<td>Administration, Parent Coordinator, and Volunteer Teacher</td>
</tr>
<tr>
<td>Parents</td>
<td>September</td>
<td>Principal, Parent Coordinator, Guidance Team, and PTA Board</td>
</tr>
<tr>
<td>Parents</td>
<td>September to October</td>
<td>Principal, Parent Coordinator, PTA Board</td>
</tr>
<tr>
<td>Parents and Students</td>
<td>October and April</td>
<td>School Administration, Teachers, and Parent Coordinator</td>
</tr>
<tr>
<td>Parents and Students</td>
<td>Monthly</td>
<td>Parent Coordinator and School Administration</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

- AAFFE: Asian Americans for Equality
- CPC: Chinese-American Planning Council
- Garden of Hope
- Child Center of NY
- Elevate Education

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources include our parent coordinator and administrative support team. Budget includes per session for teachers and counselors facilitating parent workshops and events and funding for the cost of speakers. Additional budget will be provided for the use of technology applications.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 February 2019, we will see a 25% increase in parent participation at PTA events and workshops, as well as a 5% increase at our fall student-led parent-teacher conferences.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

PCAR reports

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>progress report grades&lt;br&gt;teacher designed assessments&lt;br&gt;STAR reading</td>
<td>guided reading&lt;br&gt;targeted grammar and writing instruction</td>
<td>tutoring&lt;br&gt;small group instruction</td>
<td>during the school day&lt;br&gt;after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>progress report grades&lt;br&gt;teacher designed assessments&lt;br&gt;real and mock Regents data</td>
<td>repeated practice&lt;br&gt;retakes of exams</td>
<td>tutoring&lt;br&gt;small group instruction</td>
<td>during the school day&lt;br&gt;after school</td>
</tr>
<tr>
<td>Science</td>
<td>progress report grades&lt;br&gt;teacher designed assessments&lt;br&gt;real and mock Regents data</td>
<td>retakes of exams&lt;br&gt;revisions of assessments</td>
<td>tutoring&lt;br&gt;small group instruction</td>
<td>during the school day&lt;br&gt;after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>progress report grades&lt;br&gt;teacher designed assessments&lt;br&gt;real and mock Regents data</td>
<td>retakes of exams&lt;br&gt;revisions of assessments</td>
<td>tutoring&lt;br&gt;small group instruction</td>
<td>during the school day&lt;br&gt;after school</td>
</tr>
<tr>
<td><strong>At-risk services</strong> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>referrals by faculty; at the request of parents as determined by the guidance counselor</td>
<td>counseling around conflict management and shared problem solving</td>
<td>one to one small group</td>
<td>during the school day after school</td>
</tr>
</tbody>
</table>
# Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>17</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Support with school supplies, uniform purchases, and general materials; counseling support in school and outreach on students' and family's behalf to external community-based organizations for support</td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |  |
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

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

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

- retention: in-person discussions throughout the year, the end of year conference, and preference sheets help ensure retention and, in conjunction with a needs assessment for students, guide programming, teachers' assignments, and hiring needs for the following year
- recruitment strategies: referrals by colleagues, a one-pager distributed via email, list-servs at educational institutions, and through our website, use of New Teacher Finder
- hiring by committee: resume and cover letter review, phone interview, analysis of a writing sample, demo lesson and debrief with the hiring committee with department representatives
- professional development: the vast majority of PD is job embedded and offered in-school by administration and teacher leaders; external PD opportunities are encouraged and include our Learning Partners program

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).

High quality professional development begins before the school year and continues throughout the year; this PD is planned by administration and teacher-leaders and features the following:

- text discussion of research and professional development articles, using protocols
- video lesson study
- intervisitations and debriefs, within our school and at other schools
- examination of student work and assessments relative to Common Core aligned state assessments

These professional developments occur after school, as voted on by the faculty, throughout the year and includes teaching and guidance faculty and paraprofessional staff.

Our professional development structures have been recognized by the Office of Teaching and Learning in their most recent publication.

Part 3: TA Schools Only
3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
N/A

3b. TA Coordination with the Regular Program
Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

Part 4: SWP Schools Only
4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments
Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
- Teachers make decisions within departments and present options to administration as needed.
- For assessments across the school (reading inventories, etc.). Instructional Leads from the Affinity Field Support Center and from our school support organization work with administration and selected teachers in order to turn-key the use of assessment measures.

4c. “Conceptual” Consolidation of Funds in SWP Schools
Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section</th>
</tr>
</thead>
</table>

2018-19 CEP
Schoolwide pool. (Refer to Galaxy for school allocation amounts) references where a related program activity has been described in this plan.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify with an (X)</td>
<td>Section Reference(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>$219,198</th>
<th>5A, 5B, 5C, 5D, 5E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$14,286</td>
<td>5D</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$10,891</td>
<td>5D</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,609,782</td>
<td>5A, 5B, 5C, 5D, 5E</td>
</tr>
</tbody>
</table>

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The Queens HS for Language Studies, in compliance with the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Queens HS for Language Studies will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
</tbody>
</table>

Parental Involvement and School Quality
The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the Title I Parent Involvement Policy. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, School Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds Act (ESSA);
- 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;

Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting family events;
- maintaining resources and instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### School-Parent Compact (SPC)

**School-Parent Compact (SPC) Template**

The Queens HS for Language Studies, in compliance with the ESSA, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### I. School Responsibilities: High Quality Curriculum

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

1. using academic learning time efficiently;
2. respecting cultural, racial and ethnic differences;
3. implementing a curriculum aligned to the Common Core State Learning Standards;
4. offering high quality instruction in all content areas;
5. providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the ESSA;

### I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

1. conducting parent-teacher conferences each semester
2. convening an Annual Title I Parent Meeting
3. arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
4. respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
5. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
6. ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

2018-19 CEP
Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

1. assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities
2. sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
3. supporting parental involvement activities as requested by parents;
4. ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
5. advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs.

II. Parent/Guardian Responsibilities

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

III. Student Responsibilities
Student Responsibilities:

1. refer to and honor the procedures outlined in the Student and Family Handbook
2. attend school regularly and arrive on time;
3. complete my homework and submit all assignments on time;
4. follow the school rules and be responsible for my actions;
5. show respect for myself, other people and property;
6. try to resolve disagreements or conflicts peacefully; seek out assistance and be proactive when help is needed
7. always try my best to learn and achieve.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need.
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _______</th>
<th>DBN: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

| The direct instruction component of the program will consist of (check all that apply): | |
|------------------------------------------| |
| ☑ Before school | ☑ After school | ☑ Saturday academy |

| Total # of ELLs to be served: _______ | |
| Grades to be served by this program (check all that apply): | |
| ☑ K | ☑ 1 | ☑ 2 | ☑ 3 | ☑ 4 | ☑ 5 | ☑ 6 | ☑ 7 | ☑ 8 | ☑ 9 | ☑ 10 | ☑ 11 | ☑ 12 |

| Total # of teachers in this program: _______ | |
| # of certified ESL/Bilingual teachers: _______ | |
| # of content area teachers: _______ | |

2018-19 CEP
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the:

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

Begin description here: 

In 2018-19, our direct instruction program will target our 11th and 12th grade students who are in need of Regents prep support. Our students will be taking the CC ELA Regents exams in January, either for the first time (juniors) or again (seniors who earned less than a 75 on their previous administration). Students will be targeted again for the June administration, either to earn a passing score or to achieve the College Readiness score of 75. Additionally, students who need support passing Regents exams, particularly those that are translated (ex. Algebra 2), will likewise receive support. The teachers will organize instruction based on the needs of the students: this includes flexible groupings based on data from prior assessments, including performance on last year's exams and ongoing benchmark assessments) as well as parallel teaching to target specific reading and writing skills. The ratio is expected to be 15 to 1.

Currently, we have the following subgroups for our 11th and 12th graders. This is based on 2016-17 data. We are awaiting 2017-2018 data.

- 12th grade: 13 expanding and 2 transitioning, 8 commanding (who scored above a 65 but below a 75)
- 11th grade: 7 expanding, 8 transitioning, 1 commanding

The schedule will be a combination of after-school (once a week for 2 hours; Tuesdays 2:45-4:45) and Saturday classes (3 hours, 9AM to 12PM, running from December to January exclusive of holidays. As needed, this will again begin from May to June for 6 sessions). Total number of sessions will be at a minimum 12. The language of instruction will be in English, but bilingual supports like glossaries and translators will be recommended. Two of our certified ENL teachers will be providing this direct instruction. Materials will be made in-house by our teachers, adapting from EngageNY curricula and NYS Regents exemplars. Additional resources may include Kaplan and other test prep publishers. This will be supplemental to the daily instruction.

Notification of the program will be provided in English and Chinese, both in letters home as well as via email and phone for targeted students. Records of both communication and attendance will be maintained by the teachers and then submitted to administration.

### Part C: Professional Development

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

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

Begin description here: 

Teachers to receive training will be our ENL teachers: Katy Terry, Aklima Joldic, and He Luo. They are our teachers with the most knowledge of students' current levels and performance. They currently meet during common planning time, every other day for one period. Additionally, as part of this Title III program, they will be meeting once a month after school for two hours on
Part C: Professional Development

Wednesdays, beginning in November and running until June, to review materials and curricula (indicated in Part B) for the program. PD support may be provided by our Affinity Field Support as well as the Office of ELLs. Our teachers will be reviewing student data, both classroom data and using DOE data analysis tools, during this PD in order to determine strategic grouping and then to provide improved guided instruction. Our ELLs will benefit by receiving instruction that is targeted towards specific gaps in reading and writing.

Part D: Parental Engagement Activities

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

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

Begin description here: _______

QHSLS has a multilingual support staff that speaks multiple dialects of Chinese. Our guidance counselors Shun Tu, Jeffrey Ku, and Ms. Leon Chu are bilingual in Mandarin, Cantonese, and Spanish. Prior to the start of the school year in 2018-19, we offer a parent orientation in Chinese, Spanish, and English. We introduce the staff, review the parent and student handbook, and welcome all families into our community. For this orientation and all other parent engagement events, invitations are mailed or backpacked home in both English and Chinese, emailed, and posted on our school website (also bilingual). Attendance sheets, invitations, and agendas are maintained by our parent coordinator and kept in the main office.

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

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

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

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Queens</td>
<td>Queens HS for Language Studies</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Melanie Lee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Michael Wuthenow</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL Teacher</td>
<td>Katy Terry</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Shun Tu</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Chenyu Li/Social Studies</td>
</tr>
<tr>
<td>Parent</td>
<td>Qiao Yan Jiang</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Stephanie Huang</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Jocelyn Santana</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Fred Walsh</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 4 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 6 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 1 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 3 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not 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 | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 418 |
| Total number of ELLs | 119 |
| ELLs as share of total student population (%) | 28.47% |

2018-19 CEP
### Part II: ELL Demographics

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

- Transitional bilingual education program (TBE)
  - Yes
  - No
  - If yes, indicate language(s): Chinese

- Dual language program (DL)
  - Yes
  - No
  - If yes, indicate language(s): 

- Freestanding ENL
  - Yes
  - No

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td></td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>1 1 1 0 0 0 0 0 1 1 1 0 3</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0 0 0 0 0 0 0 0 1 1 1 0 3</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   In addition to the NYSITELL and the previous year’s NYSESLAT levels, all incoming students take teacher-created diagnostic assessments to measure their reading, writing, listening, and speaking skills. We also use the STAR program from Renaissance Learning to determine reading levels (lexile). This data affects how we program our ENL classes, hiring, and guides curriculum.

   This data is also shared with the entire faculty and particularly reviewed with teachers of our former ELLs who are transitioning to ELA classes.

2. What structures do you have in place to support this effort?

   Common planning time is provided to the ENL department. Regular meetings with administration and the ELL in-take team, which also includes our guidance team, a special education teacher as needed, and our parent coordinator, support this effort.
3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**
   We review their NYSESLAT data and Regents assessment data. We also review in class summative assessment data and progress using STAR reading, as well as students’ credit accumulation and attendance data. Essentially, we evaluate their progress towards college readiness, progress towards graduation, and determine next steps. This includes individually programming all students at our school, modifying curriculum, and providing additional interventions outside of the school day if needed.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**
   Regular meetings, particularly after each marking period, with the aforementioned team support the review of this data. Inquiry work is also built into department teaming that occurs during common planning time.

5. **How does your school use 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. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?**
   ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   One important pattern we notice is that for our students who made the fewest gains, particularly those who are Entering/Emerging, attendance and excessive tardiness were major issues for them in the previous year. We are actively working to support students who have issues attending school; likewise, we continue to reach out to these parents, providing community based resources that may be of additional assistance beyond what we as a school already provide. We are proud to report that our ELLs' performance on Regents exams meets or exceeds the performance of our English proficient students.

7. **What structures do you have in place to disseminate these findings in order to make adjustments to your programs?**
   Data is reviewed with our entire faculty during whole-staff PDs that have been SBOed into our calendar. Any adjustments to programming are discussed with teachers as part of our review process. With the parent community, large school program changes are communicated to our SLT and PTA board first and then during PTA monthly meetings. Individual programming changes are discussed with the families as needed.

---

**Part IV: ELL Programming**

### 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.
      For students who have transitioned out of our TBE program and are taking freestanding ENL classes in 11th or 12th grade, students are generally grouped for these classes by level first, then by grade bands (9-10, 10-11, 11-12).
   b. TBE program. *If applicable.*
      Students are in a double period block for the Stand-Alone and the Integrated ENL Class. Students are grouped according to proficiency levels. In grades 9 and 10 ELL students are grouped in mixed proficiency levels for bilingual programming in Social Studies, science, and math. Proficiency levels are also mixed for HLA classes.
   c. DL program. *If applicable.*
      N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

   All levels of ELLs are provided with 1-3 periods of ENL daily depending on their level and mandated number of minutes. 9th and 10th grade students in our TBE program receive social studies, math, and science with bilingual supports. 9th, 10th, and 11th grade students also have Home Language Arts for one period a day.

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

   Core content is delivered with bilingual and ENL supports. Our social studies teacher in grades 9 and 10 is bilingual certified. Our math and science teachers are bilingual and often deliver instruction in Mandarin Chinese and/or provide Chinese translation of documents, key vocabulary, instructions, etc. Across our 9th and 10th grade classrooms, core content teachers of science, math, and social studies provide Chinese translation on assessments. All teachers have received professional development around supporting ELLs and former ELLs, utilizing the SIOP model.

   Our Chinese Native Language Arts teachers also work closely with our ENL team to co-design units along the same set of writing and reading skills. This provides additional support for high school level CCLS aligned content. In our school, all teachers are expected to scaffold for language development: to explicitly teach Tier 2 and Tier 3 vocabulary, focus on ensuring comprehensible input, and intentionally plan for cooperative learning across all core content areas. In meeting the demands of the CCLS, teachers use multiple strategies. This includes scaffolding complex texts in teacher-made handouts, explicit framing of texts, and incorporating sentence stems into lessons to allow students to better justify their thinking.

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

   All teachers provide home language supports: this includes written translation of questions on quizzes and exams, translations for key vocabulary, allowing students to use dictionaries or translators, and providing time for students to translate for one another before completing an independent assignment.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

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

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

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

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

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers modify texts or offer a range of texts to meet needs of ELLs and ELL-SWDs. Additional strategies include chunking texts or reducing or extending the length of texts while walking students through text complexity through think alouds and modeling. Teachers also assist with note taking by having different levels of graphic organizers for ELL-SWDs. Within our inclusive environment, ELL-SWDs also benefit from cooperative learning activities in all classrooms.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Curricular flexibility: teachers revise their units and curriculum maps throughout the year. Skills that need to be spiralled are added to future lessons and unit plans.
Instructional flexibility: teachers are responsible for checking for understanding. The pace of lessons, the groupings, and teaching strategies are all modifiable.
Scheduling flexibility: our ENL classes are offered at the same time of day to allow for acceleration or remediation. We also individually program every student.

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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
This year, we are excited to expand our partnership with the Chinese American Planning Council, a local community based organization. Our teachers and 11th and 12th grade students, together with CPC, will be offering a “writing center,” similar to what students might encounter in college. Students can receive support from more proficient student in completing assignments.

10. If you had a bilingual program, what was the reason you closed it?
Currently, we have no programs/services being discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our support staff, three guidance counselors and parent coordinator, are bilingual in English and Chinese. Both the principal and assistant principal are proficient in Chinese as well. The school provides a welcoming community where the educational experiences and language backgrounds of all our students are valued. All supplemental services, and the communication around the availability of these services, are communicated in our students’ home languages.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
We are an iLearn school and have close to a class set of laptop computers for students to use. This has been helpful in providing our ELLs access to online and mobile language supports. We are also a Google Apps for Education school. A well-equipped bilingual reading library is also available to our students.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
As stated, nearly half of our faculty is bilingual. We work collaboratively to provide home language support in our program. We are able to assess for all modalities in the home language.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. Resources are carefully selected and shared among teachers and guidance counselors to ensure that they correspond appropriately to the ages and grade levels of our students. Authentic texts and adapted texts that are highly engaging are both used.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met? 
As needed and available, we may offer home language classes to students who share our campus. AP classes are also shared across the campus.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator). 
Before the beginning of the school year, we offer a student and family orientation where students meet each other for the first time. This is coordinated by guidance counselors, the parent coordinator, and administration. This orientation is offered in English and Chinese. New students to the school are paired with a buddy to help them get acquainted with the school environment and procedures. Students also elect a Chinese-speaking and English-speaking president and the same for secretaries. This helps ensure that our ELLs are incorporated into our school community.

17. What language electives are offered to ELLs?
We offer Chinese Native Language Arts and AP Chinese.

18. 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

**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 and non-pedagogic staff.) 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?
As a school that is designed to serve a large population of ELLs, all teachers are expected to use ENL strategies in their classrooms. At the end of August, we run one week of professional development, attended by close to 100% of the staff, around meeting the needs of our unique student body. This PD included:
   • a workshop by our ELL coordinator and ENL teacher, introducing and modeling classroom best practices, highlighting points from Making Content Comprehensible: the SIOP Model. We also discuss strategies for reading and writing that support achievement of the Common Core Standards.
   • workshops emphasized how important it is that teachers intentionally plan groupwork and cooperative learning in lessons, allowing our ELLs time to process new content in their home languages, and checking for understanding for all students, especially ELLs (our school wide goal for 2015-16)
   • training for how to talk to new students, especially ELLs (both newly immigrated and those who were present for middle school), about high school graduation and preparing for college. We addressed how jarring the transition for students is and
trained teachers on how to use a graphic organizer to introduce and track progress towards high school graduation requirements

During the year, department teams ensure curriculum and assessments are scaffolded and differentiated for our various subgroups of ELLs. This is done via work in common plan time meetings and Friday afternoon PDs. During this time, teachers examine student work, workshop unit plans and assessments, and provide one another with feedback on lessons.

With reference to the CCLS, much of this curriculum and instructional work, is done in teacher teams. Department leads plan agendas and lead teachers in reviewing student work relative to CCLS-aligned state and teacher-made assessments, discussing scaffolds and differentiation for ELLs. Teachers are also encouraged to attend professional development offered by the Office of ELLs, particularly around the CCLS.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

This minimum has been more than fulfilled through our summer PD, explained above, common planning time for department teaming and after school PDs, via an SBO voted on by our teachers. For all meetings, agendas, attendance, and minutes are kept and shared digitally with the entire teaching faculty.

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?

Our bilingual guidance counselors, ENL teachers, and our parent coordinator help ELLs with the transition from middle school to high school during the summer. In late August/early September, we administer the NYSITELL and review results with newcomer students and families. We do the same once NYSESLAT results are published.

Our guidance counselors also work closely with teachers to identify students who may be in need of more counseling in regards to the transition to high school. In addition to parent meetings throughout the year for our neediest students, we plan to schedule an additional meeting after the fall term to discuss progress. These will take place in January and February, most likely over January Regents week. These will be scheduled by the ENL and Chinese language team, with the support of guidance counselors and our parent coordinator.

Records are kept via sign in sheets and feedback forms. Meetings are documented via our shared online appointment spreadsheet. Outreach is documented via Skedula.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Together with Asian Americans for Equality, a community based organization, we provide workshops for our ELL parents and students. We parallel our workshops for students (during the day or at the same time as PTA meetings) with our workshops for parents. This helps facilitate conversation within the family. We are responsive to our parents’ needs, providing essential information like health and financial service info via AAFE, in addition to informing parents about the education their students are receiving here and how to prepare for their child’s education after high school. We also include celebrations throughout the year: a Thanksgiving potluck, a Lunar New Year celebration, etc.
<table>
<thead>
<tr>
<th>Additional Information</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>N/A</td>
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</table>
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Melanie Lee, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Melanie Lee</td>
<td>Principal</td>
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<td>1/1/01</td>
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<tr>
<td>Michael Wuthenow</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td>Stephanie Huang</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Katy Terry</td>
<td>ENL/Bilingual Teacher</td>
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<td>1/1/01</td>
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<tr>
<td>Qiao Yan Jiang</td>
<td>Parent</td>
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<td>1/1/01</td>
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<tr>
<td>Chenyu Li/Social Studies</td>
<td>Teacher/Subject Area</td>
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<tr>
<td>Shun Tu</td>
<td>School Counselor</td>
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<tr>
<td>Fred Walsh</td>
<td>Superintendent</td>
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<td>1/1/01</td>
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<tr>
<td>Jocelyn Santana</td>
<td>Field Support Center Staff Member</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephanie</td>
<td>Huang</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<tr>
<td>- Cantonese (10)</td>
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<tr>
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<td>- Chinese, any (43)</td>
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<td>- French (1)</td>
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<td>- Mandarin (104)</td>
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<td>- Nepali (2)</td>
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<td>- Polish (1)</td>
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<td>- Spanish (58)</td>
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<td>- Tamil (1)</td>
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<td>- Tibetan (2)</td>
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<tr>
<td>- Urdu (5)</td>
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Please note that for Chinese speaking families, most speak Mandarin Chinese in addition to a dialect. 93% of our families speak Chinese or Spanish.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
2018-19 CEP

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>curriculum night and student-led parent-teacher conferences</td>
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<tr>
<td>- individual conferences for ELL families (ongoing throughout the year)</td>
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<tr>
<td>- PTA meetings (monthly)</td>
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<tr>
<td>guidance and teacher meetings to discuss student progress and socioemotional growth (ongoing throughout the year)</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.
Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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