2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q687

School Name: QUEENS HIGH SCHOOL FOR THE SCIENCES AT YORK COLLEGE

Principal: ANA DE JESUS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name: Queens High School for the Sciences at York College</th>
<th>School Number (DBN): 28Q687</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code: 342800011687</td>
<td></td>
</tr>
<tr>
<td>Grades Served: 9-12</td>
<td></td>
</tr>
<tr>
<td>School Address: 94-50 159 th Street</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-657-3181</td>
<td>Fax: 718 657-2579</td>
</tr>
<tr>
<td>School Contact Person: Ana De Jesus</td>
<td>Email Address: <a href="mailto:Adejesus7@schools.nyc.gov">Adejesus7@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Ana De Jesus</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: DaniMaurea</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Stacey Peters</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: DaniMaurea</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): N/A</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): Elaine Sionov</td>
<td>WarishaSiddiqhi</td>
</tr>
<tr>
<td>CBO Representative: Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

District Information

<table>
<thead>
<tr>
<th>Geographical District: 28</th>
<th>Superintendent: Juan Mendez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address: 30-48 Linden Place</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:JMendez2@schools.nyc.gov">JMendez2@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718 281 7577</td>
<td>Fax: 718 281-7519</td>
</tr>
</tbody>
</table>

Field Support Center (FSC)

2018-19 CEP
# 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>
</tr>
</thead>
<tbody>
<tr>
<td>Ana De Jesus</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>DaniMaureau</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Stacey Peters</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Ń/a</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Ń/a</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Warisha Siddiqui</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaine Sionov</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Ricola Sumner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ń/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Ń/a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ń/a</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>DaniMaureau</td>
<td>Member/SLT Chair</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Stacy Peters Giwa</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Bonnie Ng</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Camalita Goberdhan</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>John Campanella</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Terrance Flaherty</td>
<td>Member/UFT</td>
<td></td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

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**

2018-19 CEP
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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Mission:</strong></td>
</tr>
<tr>
<td>The mission of QHSSYC is to nurture and develop a community of learners that possess strong character and contribute to society. Through the process of inquiry and communication with a strong emphasis on the Sciences and the Humanities, our goal is to to prepare our students to attain academic excellence. While exposing the students to the challenges of higher education, we will foster a school culture based on character development. Students must</td>
</tr>
</tbody>
</table>
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.

Queens High School for the Sciences at York College (QHSSYC) is one of the nine specialized high school nestled on the campus of York College. It was founded in 2002 as a partnership between the City University of New York and the Department of Education. The goal of this collaboration was to create a pipeline for students to transition to college seamlessly as they graduated QHSSYC.

**Unique School Characteristics:**

- York College, our partner, affords the students the opportunity to enroll in College Now courses to earn college credit while in high school. Furthermore, York College shares the campus facilities with QHSSYC. Under the tutelage of York College professors and in collaboration with QHSSYC pedagogues, students conduct research in Mathematics and Science which enables them to compete in local and national competitions. Students have successfully competed in the New York City Science and Engineering Fair, The Junior Science and Humanities Symposium, Intel, and Siemens, to name a few.
- As a small learning community, we provide students a nurturing environment while implementing a rigorous curriculum in all disciplines.

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

**English Language Learners - English Language mastery**

Students with Disabilities - Needs vary depending on student IEPs

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.

**Key Areas of Focus:**

Rigorous instruction is one of the elements of the NYC’s *Framework for Great Schools*. Course offerings at the school include but are not limited to Advanced Placement, College Now and honors. Instructional strategies focus on higher-order thinking skills, writing, academic discourse and collaborative work.
### School Demographics and Accountability Snapshot for 28Q687

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 473
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **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)**: N/A
- **# Integrated Collaborative Teaching (ELA)**: N/A
- **# Special Classes (Math)**: N/A
- **SETSS (Math)**: N/A
- **# Integrated Collaborative Teaching (Math)**: N/A

#### Types and Number of Special Classes (2018-19)
- **# Visual Arts**: 9
- **# Music**: 5
- **# Drama**: N/A
- **# Foreign Language**: 14
- **# CTE**: N/A

#### School Composition (2017-18)
- **% Title I Population**: 60.0%
- **% Attendance Rate**: 97.0%
- **% Free Lunch**: 53.5%
- **% Reduced Lunch**: 9.3%
- **% Limited English Proficient**: 0.0%
- **% Students with Disabilities**: 0.4%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.6%
- **% Black or African American**: 4.2%
- **% Hispanic or Latino**: 4.2%
- **% Asian or Native Hawaiian/Pacific Islander**: 41.0%
- **% White**: 5.9%
- **% Multi-Racial**: 4.7%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 1.88
- **# of Assistant Principals (2016-17)**: 2
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 4%
- **% Teachers with Fewer Than 3 Years of Experience**: 0%
- **Average Teacher Absences (2014-15)**: 10.1

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Science Performance at levels 3 & 4 (4th Grade)**: (2016-17)
- **Science Performance at levels 3 & 4 (8th Grade)**: (2016-17)

#### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4**: 100%
- **Mathematics Performance at levels 3 & 4**: 100%
- **Global History Performance at levels 3 & 4**: 100%
- **4 Year Graduation Rate**: 62.1%
- **% ELA/Math Aspirational Performance Measures (2015-16)**: 95%

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

### 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
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A
- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

2018-19 CEP 11
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.

STRENGTHS

- The school was ranked 9th in New York State by the US News and World report in 2018
- In the 2018 School Quality Review, the school was rated well-developed in three indicators:
  - 95% of the 2018 graduates earned an Advanced Regents diploma
  - The college and career readiness index for the 2018 graduating class was 99%
  - Enrollment in Advanced Placement courses for the 2018-2019 school year is 73%
- During the 2017-2018 school year, the school was recognized as a Respect for All School for the 2017-2018

NEEDS

- Funding is limited since the school does not qualify for Title I funding
- Due to budgetary constraints and programming constraints, the school is unable to offer multiple sections of Advanced Placement courses and electives
- The College Now course schedule (evenings and Saturdays) limits student participation due to family commitments or extra curricular activities.
- There are facilities limitations. The school shares a building with York College. These limitations pose a programming challenge for the school.

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, there will a minimum of a 5% increase in the number of students enrolled in College Now and earning 3 or higher of Advanced Placement examinations.
### 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)</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>Monthly parent workshops, after school and during school on several topics such as College Now, Advanced Placement courses, strategies for reducing stress and anxiety, building a well-rounded resume with extra-curricular activities, etc.</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Principal, Guidance Counselors</td>
</tr>
<tr>
<td>Grade- specific parent meeting in the Fall and Spring semesters to review the school expectations, course offerings, school programs etc.</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>All students (9-12) will have access to Naviance, a college exploration tool</td>
<td>Parents and Students</td>
<td>9/18-6/19</td>
<td>Assistant Principal, Guidance Counselors</td>
</tr>
<tr>
<td>Guidance counselors will speak to all students about the benefits of College Now during individual conferences and class presentations</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>Guidance Counselors</td>
</tr>
<tr>
<td>An 11th grade advisory program will be created. Every other Friday students will participate in workshops regarding the college application process</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>All families will be registered for Pupil-path to improve student outcomes</td>
<td>Students and Parents</td>
<td>9/18-6/19</td>
<td>Principal, AP, Guidance Counselors</td>
</tr>
<tr>
<td>Students in need of academic support will work closely with the teachers and counselors. They will be required to attend tutoring after school or during the day</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>Assistant Principal, Teachers and Guidance Counselors</td>
</tr>
<tr>
<td>Students who are identified as former ELLs and SWDs will be provided with supports to help them be successful in these courses.</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Guidance counselors will meet with students and families (if necessary) to develop academic intervention plans based data</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>Guidance counselors</td>
</tr>
<tr>
<td>Principal and counselors will periodically meet with College Now coordinators to strengthen collaboration, assess students' performance and make necessary revisions to course offerings catalogue</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>Principal and Assistant Principal</td>
</tr>
<tr>
<td>In collaboration with York College, 12th grade ELA teacher will offer an English composition course to all the students</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>Principal, AP</td>
</tr>
</tbody>
</table>
Teachers will attend AP institutes as a part of the College Access for All initiative. All 10th graders will be required to take the AP World class. All 11th graders will be required to take AP English Language. Student progress will be monitored regularly by teachers and counselors.

Curricula will be revised as needed to increase the level of rigor and scholarship as a college and career readiness skill.

Administrators will implement a cycle of observation and frequent feedback based on the Danielson Framework for Teaching.

Teachers will have the opportunity of working on the revision of curricula and attend AP institutes to enhance their content knowledge.

Teachers will incorporate a range of instructional strategies in their lessons to promote academic discourse, critical thinking, writing, and differentiation of instruction.

Professional learning plan will include opportunities for teacher teams to meet based on their disciplines, share best practices and analyze student work.

### 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.

Grade- specific parent meetings, Welcome Back Parent Night, monthly parent workshops, Weekly Updates, consistent use of Pupil-path, College Night, workshops, student/parent handbook (translated into several languages).

### 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.

Principal, Assistant Principal, Guidance Counselors, Teachers and PTA President

Per session for Assistant Principals, teachers and counselors.

Professional development articles on "Best Practices", subscription to Naviance and Pupil-path, updated textbooks (if necessary)

AP Institutes material

Absence teacher coverages

#### 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>
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<tr>
<td>X</td>
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</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, based on the Fall semester data, College Now enrollment should be at least 2%.

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

1. College Now enrollment for the Fall
2. Review of Fall semester scholarship data for all AP classes

**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?

Strengths:

- The school was recognized as a Respect for All School in 2018
- 86% responded positively to questions regarding on social and emotional support
- QHSSYC offers students a variety of clubs and enrichment programs to support students' social and emotional needs such as: clubs, 9th and 11th grade advisory, peer tutoring, a variety of student-led activities throughout the year, etc.
- A College Career Pathway for every grade has been developed by the guidance counselors. They support students by engaging in goal-setting conferences every semester and conferencing with students as needed. Additionally, they organize college visits (on-site and off-site), an annual Career Day, College Night and Decision Day.
- Through the partnership with ThriveNYC, students, faculty and staff participate in a variety of workshops to support social and emotional development

Needs:

- Based on the 2018-2019 School Learning Environment survey 54% of the students responded positively to questions regarding personal attention and support
- Students face tremendous pressures from external and internal forces (family, peers, society, and personal drive) to be successful. As a result, the school faculty and staff need more training in mental health topics. Families as well as students need to be educated on mental health topics. Although we receive some support from ThriveNYC, due to the lack of resources, the support limited.
- At this time we do not have a social worker to provide students additional support in dealing with social and emotional needs.

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, there will be a minimum of a 10% increase in the number of students that feel supported by the school community in dealing with social and emotional issues as per the NYC School Learning Environment Survey.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
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</table>
| - 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)</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>Conduct classroom presentations on suicide ideation, depression and other mental health topics</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Collaborate with ThriveNYC to identify areas of needs for students, parents and faculty and develop a professional development plan to address social emotional needs of students</td>
<td>Students and all staff</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Hold parent workshops on topics relating to mental health</td>
<td>Parents</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>In order to reduce anxiety regarding the college application process, all students will have access to Naviance</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Counselors will train all students (9-12) and families on how to use Naviance</td>
<td>Students, Parents</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>9th grade and 11th advisory every other week</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Principal will hold weekly meetings with counselors to discuss students in need of social emotional support</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Counselors will identify students that need small group counseling sessions. These sessions will be held weekly with each cohort of students</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Students trained by the Anti-Defamation League will push into ELA or social studies classes monthly to facilitate workshops on team building, tolerance, social consciousness, etc.</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Students will participate in monthly &quot;Snack and Chats&quot;</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>All students will complete a social and emotional survey areas of needs and implement strategies al</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>The number of teachers using Pupil-path consistently will increase to at least 90%</td>
<td>Students</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>AP, counselors and/or personnel from ThriveNYC will conduct monthly professional development for all staff on social and emotional topics</td>
<td>All staff</td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Professional learning workshops facilitated by No Place for Hate in which teachers will participate</td>
<td>All Staff</td>
<td>9/18-6/19</td>
</tr>
</tbody>
</table>
Student Government in collaboration with the administration will organize series of events and activities during the school year to help alleviate stress and increase student-to-student interaction. Students 9/18-6/19. Assistant Principal and counselors.


In 12th grade ELA classes, teachers will dedicate class time to helping students write their college essays to reduce stress and anxiety. Teachers 9/18-6/19. Teachers.

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.

PTA meetings, monthly 'Check-in' with the principal, parents workshops facilitated by ThriveNYC, parents nights, etc.

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.

Guidance Counselors, Teachers, Social Worker, Principal and Assistant Principal.

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

<table>
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<tr>
<th></th>
<th>Tax Levy</th>
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<td></td>
<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, based on the second administration of the social and emotional survey, the number of students who experience anxiety, stress and/or has decreased by at least 3%.

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

Guidance counselors ILOGs, OORS reports, surveys from students and parents/guardians.

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.

Strengths:

- Teacher teams collaborate on the revision of curricula, peer observations, development of assessments and performance tasks
- Teacher teams periodically engage in the inquiry cycle in which they analysis of student work and develop instructional strategies to improve student outcomes.
- Each inquiry team has a teacher facilitator Principal meets with inquiry team facilitators to develop and agenda in order to maintain coherence
- Teacher teams have implemented a set of coherent strategies across the majority of the disciplines such as annotation and exit slip

Needs:

As per the 2018 School Quality Review:

"While there collaborative planning and school-wide instructional coherence, increased student mastery for specific groups of students is in the process emerging."

Based on the 2017-2018 School Quality Review, the school was rated proficient in three elements of the instructional core: 1.1 (Curriculum), 1.2 (Pedagogy), 2.2 (Assessment)

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, at least 75% all teachers will include a writing task regularly in their lessons resulting in an increase of at least 10% in the number of teachers rated highly effective in Designing Coherent Instruction(1e) and Engaging Students in Learning (3c)
## 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>Activity/Strategy</th>
<th>Target Group(s)</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>Teacher teams will meet in their content areas weekly to develop unit plans and discuss instructional strategies to meet the needs of their students</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Teachers will submit unit plans to principal and assistant principal for feedback</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principals, Assistant Principals</td>
</tr>
<tr>
<td>Instructional focus will be revised to focus on Designing Coherent Instruction (1e)</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Inter-visitations with other schools will be scheduled to learn about &quot;Best Practices.&quot;</td>
<td>Teachers</td>
<td>9/1/6/18</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Teachers will collaborate on the development, aligning and refining of unit maps to infuse a variety of formative and summative assessment strategies</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Observation cycle will consist of frequent formal, informal observations and classroom visits, followed by timely and specific feedback. Observations will be aligned to the instructional focus and Superintendent's priorities</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>The professional learning calendar will be revised based on assessment and observation data</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Two teachers will participate in the Teacher Leadership Program. They will work with administration to plan and facilitate professional learning</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principals, Assistant Principals</td>
</tr>
<tr>
<td>Professional development plan will consist of topics such as writing, assessment, designing coherent instruction. The plan will be revised according based on ADVANCE data, non-evaluative classroom visits, student work, etc.</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Principal will form the an Instructional Cabinet to increase collaborative leadership, identify strategies to strengthen teacher practice and student outcomes</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Principal will send teachers to Showcase visits to help refine pedagogy</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Teachers</td>
</tr>
<tr>
<td>Principal and Assistant Principals will highlight exemplary practice aligned to 3d on monthly Faculty/Staff Newsletter</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Principal and Assistant Principals will identify exemplary classroom practice aligned to 1e and 3c and highlight this</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principal, Teachers</td>
</tr>
</tbody>
</table>
practice by asking the teacher to open classrooms for inter-
visitations

Teacher teams will meet in inquiry to examine student work and
develop instructional strategies to address learning gaps

Teachers 9/18-6/19 Principals, Assistant

Principal will continue utilizing the Borough Field Support Center
as a resource for professional development. School
administrators and teachers will participate in the various cohort
of professional learning organized by the FSC

Teachers 9/18-6/19 Principals, Assistant

Teachers will attend AP institutes and other professional learning
sessions on topics based the Superintendent’s priorities

Teachers 9/18-6/19 Principal, Assistant

### 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.

Welcome Back Parent Night, Parent workshops, parent-teacher conferences, consistent use of Pupil-path

### Part 4 – Budget and Resource Alignment

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

During the 50 minutes of professional development on Fridays, the Principal, Assistant Principals and teachers will
lead professional learning opportunities. Instructional resources will varied depending on the professional objectives
of each session. Additionally, the school will utilize the Queens South Field Support Center to support the professional
development plan.

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

<table>
<thead>
<tr>
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</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, ADVANCE data will evidence a minimum of a 5% increase in the number of teacher rated highly
effective

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.
ADVANCE data from formal and informal observation will be used to assess progress in achieving this goal. Data from the analysis of student work in the inquiry teams will also be used.

**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.
   - Systems and structures have been developed by the principal to support teacher development.
   - Teachers take an active role in the development and facilitation of professional development.
   - School leaders adhere to the cycle of frequent observation and feedback to provide teacher with timely, specific and actionable feedback.
   - School culture based on trust and collaboration. The principal has created of a faculty/staff newsletter, Steering Committee, Inquiry team meeting leaders, etc.
   - Principal has established relationships with the school community by being visible and readily available.
   - There is an increased communication with parental involvement has increased due to the creation of a newsletter, monthly check-in and parent workshops.
   - There has been increased communication between the school and families to the different communication tools that have been put in place.

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.
   - As per the 2017-2018 Learning Environment survey, there is a need to increase trust and communication between teachers and the school leadership. There was decline of more than 20% on the number of positive responses on questions regarding trust and communication.

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, there will be an increase of at least 25% as per the School Learning Environment Survey (Trust & Effective Leadership) in communication and collaboration between the administration and faculty to foster trust, transparency and clear expectations.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
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| - 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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<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>
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<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Students</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, SGO</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals, Guidance Counselors</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal and Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal and Assistant Principals</td>
</tr>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principal</td>
</tr>
</tbody>
</table>

### 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.

- Newsletter, Monthly "Check-in" with the principal, parent workshop, parent nights, frequent individual meetings with parents/guardians, parent workshops, etc.

### 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.
Principal, Assistant Principal, counselors, COSA, Computer Tech Intern

Materials for monthly faculty/staff newsletters.

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

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</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.

In February 2019, we will review the attendance the number of families attending parent workshops, PTA meetings and other school events as well as the number of faculty and staff adhering to school policies will served as an interim assessment

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

Attendance sheets of PTAs, parent workshop attendance, students' responses on surveys

**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.
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.

**STRENGTHS**

- As per the 2018-2011 School Learning Environment School Survey, 84% of the parents answered positively to the questions on the survey.
- The school uses a variety of communication systems to communicate with parents such as the Pupil-Path program, where grades, assignments, and other notices are posted for both parents and students.
- The school has planned a series of events to involved families such as monthly workshops, weekly updates, parent newsletters, Welcome Back Parent Night, etc.

**needs:**

- Despite the positive responses, as a school we must every effort to increase parental engagement. Only 28% of the parents completed the survey compared to 51% of parents citywide. Our turnout for parent-teacher conferences are high, however, communicating with the school and visiting to the school on other occasions besides those conferences are not as common.
- It seems that often times that some of our parents might not have the knowledge on how to navigated the educational system and/or might be intimidated by the school, which may have to do with cultural issues. Additionally, the language barrier and packed work schedule might be other factors affecting parental engagement at our school.

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, there will be a minimum of a 10% increase in parental engagement as evidenced by the number of parents attending PTA meetings, parental workshops, student celebrations and number of families registered for Pupil-Path accounts,
### 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>Activity/Strategy</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>Send monthly Parent Newsletter to provide families updates about important school events, reminders, updates, etc.</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Principal, Teachers, Counselors</td>
</tr>
<tr>
<td>Increase the number of parent Pupil-path registration to 100%</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Assistant Principal, Programming Chair</td>
</tr>
<tr>
<td>Schedule a series of parent workshops monthly based on the parent survey completed in June</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Assistant Principal and counselors</td>
</tr>
<tr>
<td>Send Weekly Updates to all families to inform them about upcoming events and school programs</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>Hold grade-specific parent meetings in the fall semester to review school expectations, programs, course offerings, etc.</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Principal and Assistant Principal</td>
</tr>
<tr>
<td>Utilize the Translation Unit to provide translated materials to parents in various languages, especially Chinese and Korean</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principal, Counselors and faculty</td>
</tr>
<tr>
<td>Hold workshops during Parent-Teacher conferences on topics such as the College Application Process, graduation requirements and how to use a Pupil-path account</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Counselors</td>
</tr>
<tr>
<td>Hold workshops for all parents on mental health issues to support student social emotional needs</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Counselor, PTA, ThriveNYC</td>
</tr>
<tr>
<td>Increase the number of parents/guardians who participate in Career Day (by presenting to the classes)</td>
<td>Students</td>
<td>9/18-6/19</td>
<td>Assistant Principal and counselors</td>
</tr>
<tr>
<td>Schedule College Night in November</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principal, Counselors</td>
</tr>
<tr>
<td>Continue celebrating student achievement through the Honor Roll celebration in the Spring and the Fall</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Assistant Principal and Counselors</td>
</tr>
<tr>
<td>Invite families to participate in college trips</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Invite families to participate by in Decision Day and Alumni Day by volunteering their time</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Assistant Principal, Assistant Principal, Counselors and faculty</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.
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.

n/a

**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></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>X</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.

At the end of February 2019, based on the results of the social and emotional survey, there will be a decrease of at least 4% in the number of students that feel anxious, stressed and depressed.

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

Attendance from parent workshops, marking period data, social and emotional survey results, ilogs resulting from conferences between counselor and student, OORS 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 <a href="#">NYSED’s memo.</a>)</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>Report card cards</td>
<td>Writing skill reinforcement</td>
<td>Tutoring</td>
<td>After school and in-school tutoring</td>
</tr>
<tr>
<td></td>
<td>Individual class assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher/Parent recommended, marking period data, guidance referral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Report card cards</td>
<td>Problem solving sessions</td>
<td>Tutoring</td>
<td>After school and in-school tutoring</td>
</tr>
<tr>
<td></td>
<td>Individual class assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher/Parent recommended, marking period data, guidance referral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Report card cards</td>
<td>Lab-make up</td>
<td>Tutoring</td>
<td>After school and in-school tutoring</td>
</tr>
<tr>
<td></td>
<td>Individual class assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher/Parent recommended, marking period data, guidance referral</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Report card cards</td>
<td>DBQ practice</td>
<td>Tutoring</td>
<td>After school and in-school tutoring</td>
</tr>
<tr>
<td></td>
<td>Individual class assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher/Parent recommended,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>marking period data, guidance referral</td>
<td>Referrals to Guidance</td>
<td>Small group counseling</td>
<td>Small group counseling</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>none</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>none</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>Currently we have seven students in Temporary Housing.</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>Currently we have seven students in Temporary Housing.</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>Currently we have seven students in Temporary Housing.</td>
</tr>
</tbody>
</table>
We will survey the students to identify their needs and follow-up accordingly based on what is allowed by the regulation and budgeting.

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

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

h/a

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

h/a

Part 3: TA Schools Only

3a. Use of Program Resources

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

h/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).

h/a
Part 4: SWP Schools Only

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

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

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

n/a

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

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 (Indicate the amount contributed to Schoolwide pool. Refer to Galaxy for school allocation amounts)</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.</th>
<th>Column A Verification with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>h/a</td>
<td>h/a</td>
<td>h/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>h/a</td>
<td>h/a</td>
<td>h/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>h/a</td>
<td>h/a</td>
<td>h/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>h/a</td>
<td>h/a</td>
<td>h/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>h/a</td>
<td>h/a</td>
<td>h/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

1Explanation/Background:

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

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

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

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

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for Parents and Family Members of Title I Students</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Parental Involvement and School Quality</td>
<td>Not applicable</td>
</tr>
<tr>
<td>Encouraging School-Level Parental Involvement</td>
<td>Not applicable</td>
</tr>
<tr>
<td>School-Parent Compact (SPC)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>I. School Responsibilities: High Quality Curriculum</td>
<td>Not applicable</td>
</tr>
<tr>
<td>I. School Responsibilities: Supporting Home-School Relationships</td>
<td>Not applicable</td>
</tr>
<tr>
<td>I. School Responsibilities: Providing Parents Reasonable Access to Staff</td>
<td>Not applicable</td>
</tr>
<tr>
<td>I. School Responsibilities: Providing General Support to Parents</td>
<td>Not applicable</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>II. Parent/Guardian Responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
<tr>
<td><strong>III. Student Responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td>Not applicable</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 Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>687</td>
</tr>
</tbody>
</table>

School Name: Queens High School for the Sciences

#### 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>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Ana De Jesus</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Greg Reo</td>
</tr>
<tr>
<td>Coach</td>
<td></td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Yibing Zhao</td>
</tr>
<tr>
<td>School Counselor</td>
<td>J. Meslin/R. Minkowsky</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Nancy Santiago/English</td>
</tr>
<tr>
<td>Parent</td>
<td>Erika Guadalupe</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Juan Mendez</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Pierre Galvez</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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

Currently we have six former ELLs in our school on the commanding level. If needed in the future, we will administer the NYSITELL assessment to first-time entrants whose home language was determined to be other than English.

Teachers will use in-class summative assessments and standardized measures (such as AP, Regents, NYSESLAT, etc.) to assess their progress and plan their lessons to meet the needs of these students. In addition, teachers will incorporate performance assessments in their lessons to differentiate instruction.

Currently, the former ELLs in the school demonstrate proficiency at the commanding level. If needed, we will purchase periodic assessments. These assessments will help teachers assess students’ strengths and areas for growth regarding language development and embed instructional strategies in their curriculum maps and lesson plans to address these needs.
2. What structures do you have in place to support this effort?
   Teachers will have common planning time to work on lesson planning, curriculum alignment and inclusion of scaffolds to support ELLs. They will also meet by departments on Fridays to engage in inquiry and share "best practices" that will support all students, especially ELLs.

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 do not have any ELLs on register. We will evaluate the success of our programs for ELLs using formative and summative assessment data, including Periodic Assessments, Classroom Assessments, and Regents Exam and AP scores, as appropriate.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Common Planning, inquiry team meetings, department meetings and Friday's professional learning sessions.

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].
   We do not have any current ELLs on our school's register. However, we do not have former ELLs. We will use assessment data such as Regents and AP exams results to monitor these students' academic progress.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   1. Friday's Professional Learning Sessions
   2. Common Planning meetings
   3. Department meetings
   4. Formal and informal conversations with teachers regarding knowing their students and using this data as they are planning their lessons and units

---

**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.
      This is an integrated ENL program.
   b. TBE program. *If applicable.*
      N/A
   c. DL program. *If applicable.*
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students will be programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and NYSITELL. Students who are at the Beginners level would have 540 minutes of weekly instruction; Intermediate level would have 360 minutes of weekly instruction; Advanced level would have 180 minutes of ELL and 180 minutes of ELA, as mandated by CR-Part 154. Students who have transitioned out of ESL within the past two years receive supportive services as mandated (i.e. 0.5 credit in Integrated ENL in ELA or a content area).

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

In the "push-in" model, the ELL teacher and the content level teachers will collaborate to ensure their lessons include differentiating strategies to meet the needs of the ELLs. The materials covered in the ELL classes will be shared across the content so that the students are receiving their allotted time for instruction. If a beginner’s student needs 540 minutes, this can be shared across the content areas for the ELL and the content area teachers can collaborate with one another to ensure that even in the content area classes, the ELL students is still receiving ELL support. In order to make content comprehensible and to enrich language development a variety of scaffolding strategies are used, e.g. explicit teaching of content vocabulary, use of glossaries and artifacts. The curriculum maps are Common Core aligned; therefore, the unit and lesson plans emphasize the four language modalities: speaking, listening, writing and reading.

Instruction of ELLs is differentiated based upon the individual needs of students. Students are given opportunities to work independently as well as collaboratively. Additionally, students will engage in group discussion, presentations, Gallery Walks, self-assessment and peer-assessment. All of these approaches will increase student engagement and differentiation of instruction.

Content areas teachers will deliver instruction aligned to the Danielson Framework for Teaching paying particular attention to 1e, 3b, 3c and 3d. They will utilize leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues. ELL special needs students are integrated with the general education ELL population during mandated minutes.

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

Examples of the assessments are the ELL periodic assessments test. Interim and formal assessments are administered to the students in their native language throughout the year, analyzing that specific benchmarks have been attained as set by the ENL teacher. Teachers will integrate technology to support writing instruction and motivate students to use written language to communicate. They will use their background experiences and encourage connections between academic concepts and students' own live to connect with students' families and culture. Teachers will use effective strategies such as project-based learning, thematic instruction, cooperative learning, heterogeneous groupings and a variety of assessment strategies to engage students in learning.

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

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

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?
Strategies and technology include the Smart Board, student response systems (clickers), scaffolding, collaboration between ELL and content teachers, graphic organizers, concept maps, and annotating texts.

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? Currently, we do not have any ELL-SWD students.

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. Teachers will conduct targeted intervention programs for ELLs in the content areas based on the needs of each student. ELLs will also benefit from small group instruction during the day (as part of teachers’ professional period assignment) and after school tutoring.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year? N/A

10. If you had a bilingual program, what was the reason you closed it? N/A

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. Former ELLs have equal access to all the course offerings regardless of the level of rigor. They also participate in all extracurricular activities. On Fridays, we have a period dedicated to student-led clubs in which they participate. Furthermore, we have after school tutoring and encourage all the students to participate in AP courses institutes sponsored by the AP for All.

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. Instruction materials such as dictionaries and glossaries are distributed to ELLs. Other support, including use of technology, will be incorporated in regular instruction. The school is also equipped with Smart Boards, student response systems, (clickers), Google Classroom and Pupil path. All the classrooms will have a dedicated laptop cart.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)? The school, when available, provides oral and written translations ELLs in their native language upon request.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels. N/A

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? n/a

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). n/a

17. What language electives are offered to ELLs? Chinese (Mandarin) and Spanish.

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?

   Professional articles focusing on ELL will be discussed during professional learning sessions. Whenever feasible teachers will lead these sessions.

   During inquiry team meetings, teachers will examine student work and develop specific instructional strategies to address learning goals for groups of students. In addition to student work, teacher teams will analyze summative assessment data such as final exams, Regents and APs. Through the analysis of the work, the team will identify a learning gap and implement a strategy grounded on research.

   Field Support Center will provide additional professional development to teachers and guidance counselors. Additionally, teachers will participate in inter-visitations with colleagues (on-site) and other schools to learn about best practices. If the school is given Title III funding, they money will be used for teachers to attend professional learning focusing on ELL instruction.

   School administrators will maintain a record of all professional development session notes and materials, and attendance.

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.

   We will provide support through faculty and department conferences. The faculty meets weekly in grade teams to discuss common strategies and approaches. They also facilitate an advisory program to develop academic skills in the freshman year. Professional development requirements for ELL teacher participating in weekly professional development meetings with Guidance on Fridays for 65 minutes. Agenda and attendance will be maintained by the Principal and Guidance Counselors.

Parental Involvement

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

   Interim student progress reports (6 times a year) will be translated to adult preferred languages and sent home via both email and postal mail. Report cards will be distributed three times during the semester. The school will utilize the Translation Unit for interpretation services as needed when communicating with families. Using available resources, some important documents will be translated to other languages and be available to the parents. For example, the Student Handbook will be translated.
Written translations are usually provided by DOE employees and parent volunteers. A sign in each covered language indicating the availability of interpretation services is visible in the entrance of the school. When a request of written translation or oral interpretation is made by a parent, either a staff member will provide the required service, or DOE Translation and Interpretation Unit will be contacted. An automated phone messaging system is used to make announcements to all parents in different languages. Since Chinese and Korean are two of the most preferred languages chosen by non-English speaking parents, Chinese and Korean parents will be invited to an annual meeting with the principal, discussing important topics such as parental involvement in a child’s education, graduation requirements, social and emotional needs of a child, college admissions process, etc. Oral interpretation will be provided for Korean parents. The school send a survey to to families at the end of the year to obtain feedback current school initiatives and assess their their needs.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We will use Title III monies to provide workshops to families of ELLs and pay for translation services.

### Additional Information

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

N/A
Part 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, Ana De Jesus, 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-interrupted-inconsistent-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>
</tr>
</thead>
<tbody>
<tr>
<td>Ana De Jes</td>
<td>Principal</td>
<td></td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Greg Reo</td>
<td>Assistant Principal</td>
<td></td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>n/a</td>
<td>Parent Coordinator</td>
<td></td>
<td>n/a</td>
</tr>
<tr>
<td>Yibing Zhao</td>
<td>ENL/Bilingual Teacher</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>n/a</td>
<td>Parent</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Nancy Santiago</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
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<td>Coach</td>
<td>n/a</td>
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<tr>
<td>n/a</td>
<td>Coach</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Jennifer Meslin</td>
<td>School Counselor</td>
<td></td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Juan Mendez</td>
<td>Superintendent</td>
<td></td>
<td>9/18-6/19</td>
</tr>
<tr>
<td>Laura Brown</td>
<td>Field Support Center Staff Member</td>
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<td>9/18-6/19</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
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<tr>
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<tr>
<td>n/a</td>
<td>Other _____</td>
<td>n/a</td>
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</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 28Q687  School Name: Queens HS for the Sciences at York  Superintendent: Juan Mendez

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>Barbara</td>
<td>Wittstruck</td>
<td>Pupil Personnel Secretary</td>
<td>yes</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.

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

2. List parents’ preferred languages for both written and oral communication. 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.
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.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
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<td>Mandarin</td>
<td>0</td>
<td>20%</td>
<td>3.27%</td>
<td>40%</td>
</tr>
<tr>
<td>Korean</td>
<td>6.39%</td>
<td>15%</td>
<td>6.82%</td>
<td>5%</td>
</tr>
<tr>
<td>Spanish</td>
<td>5.88%</td>
<td>40%</td>
<td>1.14%</td>
<td>20%</td>
</tr>
<tr>
<td>Bengali</td>
<td>6.68%</td>
<td>7.39</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>Chinese</td>
<td>22.3%</td>
<td>23.53%</td>
<td>18.47%</td>
<td>23.53%</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent-teacher letters</td>
<td>Every PTC</td>
<td>Teacher</td>
</tr>
<tr>
<td>Newsletters</td>
<td>Monthly</td>
<td>Translation unit</td>
</tr>
<tr>
<td>Lunch letters</td>
<td>Once a year</td>
<td>Teacher</td>
</tr>
<tr>
<td>Pupil-Path letters</td>
<td>A few times a semester</td>
<td>Teacher and/or Translation Unit</td>
</tr>
<tr>
<td>Handbook</td>
<td>One a year</td>
<td>Translation Unit</td>
</tr>
<tr>
<td>Letters regarding workshops,</td>
<td>A few times a year</td>
<td>Teacher and Translation Unit</td>
</tr>
<tr>
<td>graduation requirements, AP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>courses, etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Meeting</td>
<td>At least three to four meetings a week</td>
<td>Use the Translation Unit or an available teacher</td>
</tr>
</tbody>
</table>
Meetings with Principal and Assistant Principals | At least ten meetings a month | Use the Translation Unit or an available teacher
Meetings with the Dean regarding discipline | At least 12 meetings a month | Use the Translation Unit or an available teacher
College Fair | Once a year | Use the Translation Unit or an available teacher
Parent-Teacher Conferences | Regularly during the year | Use the Translation Unit or an available teacher
Parent Workshops | At least 10 a year | Use the Translation Unit or an available teacher
Honor and Awards Celebrations | At least three a year | Use the Translation Unit or an available teacher
Financial Aid Night | Once a year | Use the Translation Unit or an available teacher

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We use the Translation Unit if no one is available to translate for the parent.

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.

1. Review Regulation at Faculty Meeting
2. Remind teachers to use Translation Unit and provide them with the phone number
3. Monitor staff usage of Translation Unit

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

**Part 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?

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