



NORTH QUEENS COMMUNITY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (25Q792)
ADDRESS: 141-25 77TH ROAD, FLUSHING, NY 11367
TELEPHONE: 718-380-1650
FAX: 718-380-2189

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: Q792 **SCHOOL NAME:** North Queens Community High School

SCHOOL ADDRESS: 141-25 77th Road, Flushing, NY 11367

SCHOOL TELEPHONE: 718-380-1650 **FAX:** 718-380-2189

SCHOOL CONTACT PERSON: Janene Pearson/Winston
McCarthy **EMAIL ADDRESS:** wmccart@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Winston McCarthy

PRINCIPAL: Winston McCarthy

UFT CHAPTER LEADER: Griffin Quirk

PARENTS' ASSOCIATION PRESIDENT: Rebecca Francois

STUDENT REPRESENTATIVE:
(Required for high schools) Alain Francois

DISTRICT AND NETWORK INFORMATION

DISTRICT: 25 **CHILDREN FIRST NETWORK (CFN):** New Visions PSO

NETWORK LEADER: Dereck Smith

SUPERINTENDENT: Juan Mendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Winston G. McCarthy	*Principal or Designee	
Griffin Quirk	*UFT Chapter Chairperson or Designee	
Rebecca Francois	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Francesca Caratozzolo	DC 37 Representative, if applicable	
Alain Francois	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lainey Collins	CBO Representative, if applicable	
Janene Pearson	Member/CSA Representative	
Joyce Ann Basbas	Member/CBO Representative	
Renatta Francois	Member/ CBO Representative	
Milagros Rivera	Member/Parent	
Rebecca Francois	Member/Parent	
Dorena Bryant	Member/Parent	
Cynthia Dolphin	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

OUR MISSION STATEMENT

North Queens Community High School (NQCHS) is a partnership between the New York City Department of Education and SCO Family of Services that is committed to working with overage and under-credited young people and their families. In a community that is collaborative, caring and rigorous, young people are supported towards achieving their highest personal and academic goals. Using the best youth development practices, we provide a personalized learning environment that connects, motivates and inspires our young people to overcome obstacles and graduate with a high school diploma. Our students will leave us with the knowledge and skills necessary to forge a positive future for them-selves and become contributing members in their community.

DESCRIPTION OF THE SCHOOL

NQCHS is a transfer high school committed to working with overage, under-credited students in Queens. NQCHS opened in September 2007 in the south-eastern section of Flushing. The School is based on the Good Shepherd Services-South Brooklyn Community High School that infuses youth development practices with best practices in teaching. The partnership between SCO Family of Services and the Department of Education create a school where the Principal and Program Director share responsibilities and jointly run the school. The staff consists of personnel from both the NYC Department of Education and SCO Family of Services.

SCO Family of Services, a social service agency with extensive services in Brooklyn and Queens, provides Advocate Counselors and other staff to work intensively with students and families on attendance and other issues that get in the way of their completing high school. Each Advocate Counselor carries a caseload of 25 students and works with them from intake through graduation to plan individual programs of academic study, develop goals around attendance and credit accumulation, and craft a plan for post-graduation. Advocate Counselors form strong relationships with students and their families and are instrumental in helping them navigate high school.

In 2007, NQCHS initially opened with 150 students. In 2008, we expanded to 200, with most students transferring from large feeder high schools such as John Bowne, Jamaica, Martin Van Buren, and Flushing. Our students are all 16-21 years old, live in Queens, and represent a diverse mix of cultures and ethnicities. Given the small size of our school, our staff is familiar with all of our students and students are encouraged to discuss issues with teachers and staff in the building as they arise. The open door policy that exists in our school also encourages students to seek out teachers and staff for additional academic help. We also encourage interaction among students, staff, and teachers through informal activities, such as shared lunch periods and monthly school-wide community meetings.

Our school year consists of three cycles, extended day classes, and summer school so that students have an opportunity to accumulate more credits in a school year than at a traditional high school.

Students can earn 18-21 credits during a school year if they take advantage of all of the options available for credit accumulation. Class size ranges from 15 to 25 students, providing more opportunities for student/teacher interaction and differentiation of instruction. Students are programmed based on course needs as determined by a review of their transcripts and not according to grade level.

The Learning to Work (LTW) Program, operated by SCO Family of Services, provides opportunities for students to participate in paid internships throughout the school year. Students are matched with appropriate internships in school and in the surrounding community to help them prepare for the world of work after high school.

Students participate in advisory groups two times a week and meet individually once every two weeks with their Advocate Counselor. In advisory group meetings, students have an opportunity to work together with their Advocate Counselor to support each other and overcome barriers they experience as they move towards graduation. Individual meetings focus on individual challenges and planning for the future.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	NORTH QUEENS COMMUNITY HIGH SCHOOL				
District:	25	DBN #:	25Q792	School BEDS Code:	342500011792

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	X <input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					74.7	68.4	72.1		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					00	00	00		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					41	37	40		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					00	00	00		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					02	00	00		
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	00	00	00						
No. in Collaborative Team Teaching (CTT) Classes	00	00	00	Principal Suspensions	07	03	05		
Number all others	26	25	25	Superintendent Suspensions	00	02	01		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	00	00	00	Early College HS Participants	NA	NA	NA
# in Dual Lang. Programs	00	00	00				
# receiving ESL services only	02	01	01	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	00	01	01	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	11	14	14
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	01	02	02
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	00	00	00
	150	200	200				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	02	00		Percent more than two years teaching in this school	00	65	65
Black or African American	70	56		Percent more than five years teaching anywhere	86	43	43
Hispanic or Latino	81	64					
Asian or Native Hawaiian/Other Pacific Isl.	22	17		Percent Masters Degree or higher	86	82	82
White	23	17		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial	00	00					
Male	107	90					
Female	93	64					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)				
Improvement (year 1)	x			x
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)	
	ELA:			ELA:	
	Math:			Math:	
	Science:			Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	B	Overall Evaluation:	Proficient
Overall Score	66.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	10.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends

Credit Accumulation

This is the fourth year since our school opened in September 2007, and the trends and patterns in our data show that students must earn at least 12 credits per year on average to remain on track to graduate in 18 to 24 months. Last year we estimated it to be 10 credits per year but we subsequently found that estimate to be insufficient. Most of our students enter our school at an average age of 17 yrs old and having earned 20 credits or less. We provide opportunities for students to earn up to 18 credits per year. However, last school year, students at NQCHS earned an average of 11 credits per year. Students earned the most credits in Trimester 1 (4.1) and the least in Trimester 2.

Accelerated credit accumulation is central component of our school. We believe that it is very important for our students, despite the obstacles they may have faced in the past, to take advantage of the opportunities to earn more credits per year than traditional schools. With that in mind, we provide students and parents with frequent (a Benchmark report card every two weeks) feedback on academic progress during each Cycle (Trimester). We monitor the number of classes each students fails each Benchmark. Students who fail 2 or more classes are targeted for early interventions including parent conferences, conferences with teachers and advocate counselors and small group tutoring.

As a small school, the positive relationships which we build with students and their families provide leverage points through which we can help students improve their rate of credit accumulation through early intervention.

Regents Exams

We have dramatically increased the number of students taking the Regents Exams in core subject areas. This has had important implications for our school as we work to increase our capacity to re-engage our overage and under-credited population of students in going to school, setting high expectations for their learning, and finding the best strategies to help them attain Regents and college standards. One such implication was that students would be ready to take Regents exams even after spending only one Trimester with us regardless of their previous learning experiences,

For a school like ours the ramifications were huge, given city and state accountability measures. On one hand, a student may have come to us quite ready to sit and pass a particular Regents exam, and attending NQCHS for only one Trimester was sufficient. On the other hand, a student may have come to us with very little preparation and required a great deal more time to improve their skills and knowledge. Yet we are held accountable by NY State for testing students within a certain time frame based on when they entered high school – not when they came to us. Presently, we are working to find a balance between student readiness and the State’s testing requirement.

As a result, as the number of students taking the exam grew dramatically, the percentage of students passing the exams decreased except in Science (see tables below). We have a great deal of work to do. Most of our students struggle with both reading and writing and in response our instructional focus is on reading and writing across the core curricular areas. We continue to work with an Instructional Coach who is skilled in the areas of reading and writing. We are also working with the Writers’ Express program to help our most struggling students improve their writing skills.

**Regent Exam Results
January 2008**

Exam	# taking	% 55 - 100	% 65 - 100
Global History	10	90.0	60.0
US History	8	87.5	75.0
ELA	18	88.9	61.0
Math A	22	81.8	50.0
Liv Environ	7	85.7	57.0

June 2008

Exam	# taking	% 55 - 100	% 65 - 100
Global History	14	71.42	64.28
US History	15	100.0	100.0
ELA	25	84.0	64.0
Math A	23	91.30	65.21
Liv. Environ.	20	100.0	90.0

January 2009

Exam	# taking	% 55 - 100	% 65 - 100
Global History	35	62.8	48.5
US History	32	90.0	78.0
ELA	31	67.7	38.7
Math A	26	84.6	65.4
Liv. Environ.	33	58.0	39.3

June 2009

Exam	# taking	% 55 - 100	% 65 - 100
Global History	38	71.0	50.0
US History	25	88.0	80.0
ELA	24	80.0	68.0
Integrated Algebra	28	71.1	58.0
Liv. Environ.	46	96.0	72.0

January 2010

Exam	# taking	% 55 - 100	% 65 - 100
Global History	39	59	28
US History	34	71	65
ELA	44	39	32
Integrated Algebra	44	66	43
Liv. Environ.	12	92	67

June 2010

Exam	# taking	% 55 - 100	% 65 - 100
Global History	41	80	59
US History	46	85	67
ELA	43	70	56
Integrated Algebra	35	77	43
Liv. Environ.	49	92	76

The number of Regents exams students must take and pass with at least 65, has increased yearly since the 9th grade class of 2005. The 9th grade class of 2008 must pass at least 5 core Regents courses with at least 65. This is a challenge we must embrace. For even as our school works hard to increase its capacity to move students up in reading and writing across the curriculum, we must also improve their skills in applying and synthesizing content. To that end, early assessment of students' skill deficits through the work of our inquiry teams provides the focus for our professional development efforts. In addition, all new students are programmed to take English Seminar, our "gate-keeper" class. This class in English Language Arts is designed to provide early assessment data on students' strengths and weaknesses in reading and writing and begin early interventions. We plan to expand this effort to include Math.

Students scheduled to take Regents exams in January and June are programmed to take "Prep" classes where teachers focus on improving students' test-taking skills. Our records show that there is a significant correlation between success on the Regents exams and attendance to "Prep" classes. For the first 3 years of our school, we scheduled Regents Prep during the first period of the day. Attendance to these classes was quite poor. Many teachers resorted to having additional "Prep" classes after school. We observed that more students attended the after-school classes. In response, this year we have moved Regents Prep to the last period of the day. We anticipate an increase in the attendance rate to these classes.

Graduation Rate

As a transfer school, our 6-year graduation rate is used as a measure of our progress. As indicated above, our students are overage and under-credited and come to us after having spent at least 1 year in a previous high school. We offer a program of study that gives students opportunities for credit acceleration (up to 18 credits per year) and intense Regents preparation, even as we provide high levels of social-emotional support. Consequently, we have seen many students graduate ahead of their 6-year cohort, and in a few instances with their 4-year cohort.

Keeping the 6-year graduation cohort groupings as a focus of our strategic plans has proven to be challenging for our community. Grade levels do not form the basis of our programming. Students are programmed based on transcript needs

Reading and Writing

We assess the reading comprehension levels of our incoming students using the California Test of Basic Skills, and we accept students with at least a 6th grade reading level. The prevailing hypothesis is that students need to read at least at a 9th grade level to pass the Regents exams. We also understand that our students need to be proficient writers as well. Struggling readers and writers must make significant strides forward in order to graduate with their high school diploma and be ready for college. Observations of student work across the school indicate that a significant number of students struggle with reading or writing and in several cases with both. We need to continue the work of establishing Literacy across the Curriculum as a primary instructional approach. We need to develop a more reliable system of assessing the reading and writing skill levels of all of our students and to use this data to improve the implementation of reading and writing programs across our school. In 2010-2011 we intend to administer periodic assessments of our students using the Scantron Performance Series and the Acuity Predictive Assessment in English Language Arts and Math.

Attendance

All of the students that attend NQCHS have a history of truancy in their previous high schools. The small, personalized setting of our school, the infusion of youth development principles both inside and outside the classroom, and the intense attendance outreach efforts are designed to help our students improve their attendance. Attendance improvement remains a big issue. Last year, our average attendance of 70% although representing a significant increase for our students when compared to their attendance in the previous year, was still below our target of 80%. We need to continue to find effective strategies to help our students improve attendance and decrease tardiness.

Access to Student Performance Data

As a school run by an equal partnership between the NYC Department of Education and SCO Family of Services, the data systems available to us, such as ATS, HSST, and ARIS proved inadequate to provide both parties with data in a timely manner. The SCO Family of Services staff, including the program director and advocate counselors, does not have access to the DOE systems of ATS and HSST and ARIS. Although they collect a considerable amount of student data during the student recruitment process through interviews, assessment of reading skills and transcript review, having access to ATS and HSST would significantly improve their ability to find additional data needed to do individualized programming.

We now use PowerSchools as our primary system for data collection and processing. Both NYCDOE and SCO Family of Services staff have access to PowerSchools. Student performance and biographical data are available to all staff, reducing the time it takes to determine trends and patterns that have implications for our work together. The system includes a place for teachers' grade books and the automatic computation of grades based on our grading policy. Bi-Weekly Benchmark report cards are also generated by the system.

Accomplishments

Our successes this past year include the following:

- An overall score of B on our progress report

- An A on the student progress section of our progress report
- Significant improvement in all areas on our 2009 – 2010 School Environment Survey
- Graduating class of 77 students
- Significant increase in the number of students taking and passing the Regents exams.
- Our school outperformed all New Visions transfer schools on the Regents exams in Global Studies, US History and Living Environment (data from New Visions).
- Increased college awareness and the development of a college-going culture through the work of our College and Career Specialist. This work led to an increase in the number of students successfully applying to and attending college after graduation.
- Our LTW program placed 110 students in job opportunities for students. Students had the opportunity to get real work experience at work sites such as after-school programs, businesses, fire departments, social service agencies, and programs for older adults.
- Our continued focus on community building and the importance of a safe and supportive school environment has resulted in almost no physical alterations. Students understand the importance of resolving conflict through discussion and staff is committed to supporting students through a process of conflict resolution when there is an issue.

Significant Aids

- The partnership between the Department of Education and SCO Family of Services provides unique opportunities to infuse the **principles of youth development into the curriculum and teaching**. Teachers and staff approach students from a strengths-based approach both inside and outside the classroom.
- The partnership also allows for a **greater number of adults in the building**—a total of 14 teachers, 8 Advocate Counselors, 1 Guidance Counselor, 4 support staff, a Director, and Principal. The larger staff to student ratio allows for **more individualized attention for students**.
- The partnership provides additional funding and resources to support the work of the school.
- Our **daily attendance outreach** by advocate counselors.
- **Committed core team of teachers and advocate counselors** who work constantly to find ways to connect, motivate, and support students.
- **An instructional coach** works with the principal and teachers to improve learning for all students – with a focus on literacy across the curriculum.
- Clear goals for **on-going professional development** are developed to support staff in increasing their capacity to support the academic and social-emotional growth students.
- **Leadership development** coach works with principal.
- **Partnership development** coach works with **principal and program director** to develop an effective **co-leadership approach** to supporting staff and students.
- **Strong professional development program** designed to increase the capacity of staff to meet the needs of our students.

- **A School Support Organization – New Visions** – provides support through a leadership development facilitator, principals' networks and a plethora of administrative and instructional resources.

Most Significant Barriers

- Many **students come with a history of truancy** and find it difficult to attend school regularly. In addition, some students find it difficult to remain in school for a full school day. Finding ways to help students improve their attendance is a significant challenge.
- Most of our students face **difficult personal obstacles to success** such as having to care for a child, nicotine or other substance addictions, abusive relationships, and lack of a supportive parent or adult. For many, these obstacles constantly get in the way of them becoming positively engaged in their academic achievement.
- **Limited time frame to graduation:** Our students are overage and under-credited and often come with significant learning skills gaps. In order to graduate with a high school diploma, they must accumulate 44 credits and pass 5 regents exams. Students enter between the ages of 16 – 20, many with less than 10 credits, and therefore have a very limited timeframe to graduate. 3 Cycles and a summer program give students the opportunity to earn up to 20 credits per school year. Students who begin with very few credits face the greatest challenge and often need the most support.
- **Addressing learning skills gaps** within the context of accelerated credit accumulation is a significant challenge for many students. We accept students who are reading at least on a 6th grade level, and target literacy to help them improve their reading comprehension skills to levels where they can pass the regents exams and ultimately do college-level work.
- **Recruitment of highly qualified staff:** Finding staff that are strong not only in curriculum and instruction but also in youth development has been difficult.
- **Space:** We have a relatively small school building and have faced significant challenges in finding appropriate spaces for Advocate Counselors to do the important one-on-one work with students to support their learning.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- **In 2010-2011, 61-66% of eligible students will pass the ELA Regents exam with a 65 or higher, which represents an increase of 5% over last year (based on Cohort years 2009, 2010 and 2011).**
- **In 2010-2011, 47-52% of eligible students will pass the Math Regents with a 65 or more, which represents an increase of 5% over last year (based on Cohort years 2009, 2010 and 2011).**
- **In 2010-2011, there will be a 7% increase in the graduation rate for the 6-year graduation cohort from 53% to 60%.**
- **In 2010-2011, there will be a 5% increase in the number of students who earn 10+ credits per school year based on students enrolled from 53.5% to 58.5%.**
- **In 2010-2011, there will be a 5% increase in our school's overall attendance rate from 70% to 75%.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In 2010-2011, 61-66% of eligible students will pass the ELA Regents exam with a 65 or higher, which represents an increase of 5% over last year (based on Cohort years 2009, 2010 and 2011).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Formulate a list of students of who are eligible to take the ELA exam in January and June of the 2010-2011 academic year. • Of the students who are eligible to take the ELA Regents exam, English teachers target a group of students with 5 or more credits in ELA for placement in English Regents Prep classes. • Counselors reach out to these students to ensure they are attending Regents prep classes. • During the first week of December, a meeting with English teachers, Advocate Counselors, and targeted students will be held to stress the importance of attending English Regents Prep classes in order to pass their ELA Regents • Use portfolio to monitor students’ work and progress. • Students receive instruction in reading and writing strategies. • Student will be required to attend a minimum number of English Regents Prep classes in order to sit for the English Regents. • A letter will be sent to students’ homes to inform parents and/or guardians about students’ Regents status. • A plan will be developed to ensure that students show up to take their exams. • In targeted English courses such as English 5 and 6, teachers will incorporate English Regents related material and questions. • Three weeks before the Regents exam the school will provide more intense Regents

	preparation support.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Teachers receive professional development on test taking strategies at the beginning of cycle 2. • Teachers receive professional development to implement authentic assessments for learning in their classrooms. • Teachers use technologies such as video and smart boards to accommodate the various learning styles of students. • Targeted students are placed in English Regents Prep classes. • Fair student funding is used to fund teacher per session.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • At the beginning of the second and third cycles, students' reading comprehension and writing skills are assessed through a mock English Regents Exam. • Students' reading and writing levels will also be assessed through the periodic assessment acuity test. These test results will be used for targeted instruction. • Advocate Counselors monitor students' attendance at the end of each week during English Regents preparatory period. • During the first week of January and June, student progress will be assessed through an additional mock Regents exam. • An increase in the number of students demonstrating readiness for the ELA Regents exam as assessed by periodic assessments and mock Regents exams.

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In 2010-2011, 47-52% of eligible students will pass the Math Regents with a 65 or more, which represents an increase of 5% over last year (based on Cohort years 2009, 2010 and 2011).</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Formulate a list of students who are eligible for the Math Regents but have not passed it. • Set up a meeting by the end of November with students, math teachers and Advocate Counselors to stress the urgency of passing the Math Regents. • Letters will be sent to parents so they can be aware of the importance of students passing the Regents Exams. • Program students into Math Regents Prep classes for cycle 2. • A mock Regents exam will be given to the students to assess their level of readiness. • Math teachers give a weekly assessment to students in the Math Regents prep classes. • Teachers use portfolios to monitor students’ progress. • In targeted Regents classes, teachers use questions derived directly from old Regents exams. • Math teachers report weekly to the Principal, Program Director and Advocate Counselors on the attendance and academic progress of the students in the prep classes. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Teachers receive professional development on the test-taking strategies at the beginning of cycle 2. • Time is set aside for teachers to meet with Advocate Counselor of students who are not attending or not showing progress. 	

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Various forms of weekly assessments, including tests, quizzes, exams and projects, are used to monitor students' progress. • Acquisition math skills will be assessed through the Acuity assessment test. Test results will be used to monitor students' interim progress. 	
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Credit Accumulation

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In 2010-2011, there will be a 5% increase in the number of students who earn 10+ credits per school year based on students enrolled from 53.5% to 58.5%.</p>	
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Identify students failing 3 or more classes as of 2nd marking period beginning with Cycle 1. • Assessment of why students are failing including: <ul style="list-style-type: none"> • Attendance • Skill levels • Teaching and learning issues • Other factors • Monitor school attendance <ul style="list-style-type: none"> • Absences • Lateness • Cutting • Bi-weekly meetings with Advocate Counselors, students, & teachers using in-class portfolios to monitor progress. • Teachers use technology, literacy and writing strategies to improve reading comprehension, writing skills, and student engagement. • Literacy coach and principal develop professional development plan for teachers in creating more engaging lessons for students. • By the end of 3rd benchmark, student, teacher, Advocate Counselor and parent/guardian develop progress contract in which each student agrees to follow through with expectations established in order to pass the class. 	
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	<ul style="list-style-type: none"> • Create individual plan for projected graduates so that teachers and Advocate Counselors can monitor their progress more closely. • Assessment of academic skill levels to determine needs of students and intervention plan. 	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Children First and Fair Student Funding sources will fund per session for teachers providing before and after school tutoring. • Fair Student Funding source used to pay for literacy coach. 	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Biweekly benchmark reports will be reviewed to determine the number of students failing 3+ classes. • End of Cycle reports will reveal number of students earning 3+ credits. 	

Subject/Area (where relevant): Attendance

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	In 2010-2011, there will be a 5% increase in our school’s overall attendance rate from 70% to 75%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> • Immediately identify students who currently have a rate below 75% attendance this year and the Advocate Counselor that is associated with each student. • The Attendance Committee, which is made up of teachers, Advocate Counselors, and school leadership will continue to meet to examine data on selected students on an ongoing basis and strategize on future interventions for attendance improvement. • Increase our use of attendance data to monitor and set goals for improvement with individual students. • Advocate counselors meet to develop an individual plan of action for each

	<p>student regarding attendance improvement assessing for student weaknesses and strengths.</p> <ul style="list-style-type: none"> • Attendance outreach continues on a daily basis with phone calls to parents when students in this group are not in school by second period. Home visits for students with 3 consecutive absences will continue. • Teachers will identify students with attendance issues in their classes and have individual conferences with them. • Individual meetings are held with each student, the Advocate Counselor, and Program Director to explain the urgency of increasing their attendance and the impact that increasing their attendance will have on their progress towards graduation. • Parent meetings will be scheduled when previous measures have not been effective with students, and their attendance continues to remain below 85%. • Teachers continue to explore and implement a curriculum that is engaging and motivating for students. • The use of incentives for 80% or more attendance will be explored.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Professional Development to increase their counseling and goal-setting skills with students will be scheduled for Advocate Counselors. • Weekly professional development sessions for teachers on developing engaging lessons and improving student retention. • Program Director will monitor caseloads of Advocate Counselors to ensure that interventions are occurring in a timely fashion. • Principal will observe classes and work with teachers on an individual basis to increase lesson engagement for students.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Through bi-weekly assessments of attendance, students in the 60-79% group will be monitored throughout each term to determine if interventions are appropriate. • If changes are not occurring in this group after one term, interventions will be modified accordingly.

Subject/Area (where relevant): Graduation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>In 2010-2011, there will be a 7% increase in the graduation rate for the 6-year graduation cohort from 53% to 60%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The Program Director and the Advocate Counselors identify students who are potential graduates. • The Program Director, Advocate Counselors and Guidance Counselor review transcripts of potential graduates to identify credits and Regents exams needed for graduation. • Potential graduates are programmed based on their credit and regents exam needs. • A Graduation Team [Asst. Principal, Program Facilitator, Teachers, Advocate Counselors, and support staff] is formed to provide support to prospective graduates identified as “at risk” of not graduating. • The Graduation Team develops and implements goals and an action plan to monitor the academic progress of prospective graduates identified as “at risk”, and recommends appropriate interventions. • The Principal, Asst. Principal, Program Facilitator, Teachers, Advocate Counselors meet regularly with potential graduates to communicate expectations about graduation. • The list of potential graduates and their needs is shared with teachers. • Parents/guardians are updated regularly on the progress of potential graduates.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Three teachers will use professional assignment periods to work with graduation team. • Children First and Fair Student Funding will be used to support teacher per-session.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Benchmark data will be used to assess student's progress toward graduation.
- Students failing one or more classes will indicate a need for intervention.
- Individualized student goals will be monitored regularly to assess progress.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non Grad	N/A	200	200	200	27	27	200	200

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> ○ Tutoring during and after school ○ Regents prep period 3 days per week ○ Regents Prep after school and on Saturdays during the 6 weeks prior to the Regents Exams.
Mathematics:	<ul style="list-style-type: none"> ○ Tutoring during and after school ○ Regents prep period 3 days per week ○ Regents Prep after school and on Saturdays during the 6 weeks prior to the Regents Exams.
Science:	<ul style="list-style-type: none"> ○ Tutoring during and after school ○ Regents prep period 3 days per week ○ Regents Prep after school and on Saturdays during the 6 weeks prior to the Regents Exams.
Social Studies:	<ul style="list-style-type: none"> ○ Tutoring during and after school ○ Regents prep period 3 days per week ○ Regents Prep after school and on Saturdays during the 6 weeks prior to the Regents Exams.
At-risk Services Provided by the Guidance Counselor:	One-on-one counseling session with Guidance Counselor for students with IEPs.
At-risk Services Provided by the School Psychologist:	Evaluations conducted by assigned psychologist as required.
At-risk Services Provided by the Social Worker:	Our CBO partner SCO Family of Services provides one-on-one and group counseling session with all students using in-house Advocate Counselors who are trained in Social work. In addition, their immediate supervisor, our school director, provides additional services when needed as a Licensed Social Worker.
At-risk Health-related Services:	Our CBO partner provides all students with information regarding at-risk health-related services based upon student need.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Our needs assessment was conducted by looking at our data as well as our human resources. Our data was obtained from the following sources: ATS, Intake forms, Orientation Meeting Questionnaires, Parent-Teacher/Parent-Counselor Conferences and Staff survey.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our students speak English as their primary language, but we have noticed that many of their parents and guardians do not. We obtained this information during the intake process, orientations, phone calls to the homes, home language surveys, and home visits. This information was shared with the school community during staff meetings and informal meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We continue to observe a definite need for written translation services in our school. At North Queens Community High School, we need to have all documents translated into the language spoken in the child's home, to increase parent awareness and involvement. These documents include newsletters, announcements, calendars, attendance reports, event postings and student progress reports. By receiving these documents, the parents will become more aware of school's policies and actively participate in decision-making. They will also be able to respond to documentation regarding their child's progress in school.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We continue to provide oral translation services to parents who visit, call, attend parent conferences, PTA meetings, and other events. Oral interpretation services will be provided by in-house staff members. We currently have 5 staff members that are fluent in Spanish, 3 are fluent in French, 2 in Haitian Creole, and 1 in Punjabi.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents will be notified of translation and interpretation services through letters, phone calls and at PTA meetings and it will be posted at the entrance to the school building. These letters and other means of communication will be sent out in the predominant parent language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		112,736.00	112,736.00
2. Enter the anticipated 1% set-aside for Parent Involvement:		1,127.36	1,127.36
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Title I Parent Involvement Policy

North Queens Community High School, in compliance with the Title I/PCEN mandates, will implement a parent involvement policy to strengthen the link between the school and the community. North Queens Community High School’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team and the Parent Teachers’ Association. The overarching goal of the policy is to develop a parent involvement program that will build a partnership between home and school that provides parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in supporting overage and under-credited student towards graduating from high school, and the development of positive attitudes toward the school community as whole.

1. North Queens Community High School is involving parents in the development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA.
2. *North Queens Community High School* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - An annual parent meeting will be convened in late August or early September to explain program offerings to parents of new students. As a Transfer School that registers new students three times per year, we will repeat this meeting for parents of new students at the beginning of each Cycle/Trimester.
 - Parents will be asked to volunteer for a committee that will meet during the school year to help plan and review our program offerings.

- Parents will be provided with many opportunities to discuss school expectations for student academic performance and be briefed on the supports that we provide for students. Advocate Counselors (Transfer School Social Workers) and the Guidance Counselor will facilitate these opportunities. They will also make parents aware of the role they must play in helping students achieve proficiency levels.
- A parent involvement plan developed collaboratively with parents will specify the various vehicles established for the sharing of ideas and proposals among all stakeholders—parents, staff, and students--and outline the supports and responsibilities that will enable students to achieve higher standards. This plan will be reviewed regularly at PTA and SLT meetings and modified or expanded as necessary.

3. *North Queens Community High School* will coordinate and integrate parental involvement strategies related to Title I, Part A with those characterizing other school programs.

4. *North Queens Community High School* will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parental involvement policy in improving the quality of its Title I Part A program. The evaluation will identify barriers to greater participation by parents in parental involvement activities, focusing particular attention on parents who are economically disadvantaged, disabled, limited English proficient, struggling readers, or are of any racial or ethnic minority background. The school will use the findings of this evaluation to design strategies for more effective parental involvement and to revise its outreach efforts and parental involvement policies, as needed.

The evaluation will be conducted by members of the SLT and the results will be reviewed at subsequent SLT & PTA meetings when parents will have opportunities to speak forthrightly on what the school can and should be doing.

5. *North Queens Community High School* will build the capacity for strong parental involvement by establishing a partnership that involves parents and community representatives in promoting academic achievement through the following activities:

a. Providing workshops to parents on selected topics, such as—

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

b. Providing materials, support and referrals to community services and resources as parents seek to improve their children's well-being and academic achievement as well as their own.

c. *North Queens Community High School* will issue Title I information related to the school community's resources, programs and opportunities in an understandable and uniform format. The information will be presented in alternative formats and other languages when a need for such is identified in the school community.

A draft of this policy is currently being reviewed by the School Leadership Team and the PTA. The recommendations of both groups will be incorporated in the policy statement. Once the policy statement has been adopted, a copy will be mailed to all families.

Principal's Signature: _____

Date: _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	North Queens Community High School						
District:	25	DBN:	25Q792	School		342500011792	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	77	54	77				
Grade 10	88	81	71				
Grade 11	29	20	9				
Grade 12	5	50	44				
Ungraded	0	0	0				
Total	199	205	201				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	86.2	75.7	82.3

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	55.7	40.7	71.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	2	6	2

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	15	1
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	4	1
Number all others	18	20	22				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	13	8
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	3	2
# receiving ESL services only	2	0	TBD				
# ELLs with IEPs	0	0	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	22	109	166	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	0.0
				% more than 5 years teaching anywhere	54.5	38.5	25.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	85.0	87.5
American Indian or Alaska Native	1.0	0.0	0.5	% core classes taught by "highly qualified" teachers	80.0	87.5	100.0
Black or African American	34.7	39.0	42.8				
Hispanic or Latino	40.7	40.0	39.3				
Asian or Native Hawaiian/Other Pacific	11.1	10.7	8.5				
White	11.6	10.2	9.0				
Male	53.3	55.6	53.2				
Female	46.7	44.4	46.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v		v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				X	X	v	26
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				vsh	vsh	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				-	-	-
Student groups making				1	1	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	67.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	13.6	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	39					
<i>(Comprises 60% of the</i>						
Additional Credit:	3					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 561	District 25	School Number 792	School Name 25Q792
Principal Winston McCarthy		Assistant Principal Janene Pearson	
Coach Lewis Gittelman		Coach type here	
Teacher/Subject Area Keith Colantropo		Guidance Counselor Roldye Ceans	
Teacher/Subject Area type here		Parent Dorena Bryant	
Teacher/Subject Area type here		Parent Coordinator None	
Related Service Provider type here		Other type here	
Network Leader D		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	202	Total Number of ELLs	2	ELLs as Share of Total Student Population (%)	0.99%
------------------------------------	------------	----------------------	----------	-----------------------------------------------	--------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Q792 is a Transfer High School, therefore the HLIS is not applicable. Students from out of State who are first time residents are sent to the enrollment center for initial assessment.

2. We offer a program of Freestanding ESL services. During the intake process, staff members inform parents about our ESL program. We inform parents in their native language (if necessary) to ensure they fully understand what we offer, how we implement our services, and that we work together in partnership.

3. This question is not applicable given answer 1 above.

4. Some of the criteria used and procedures followed include monitoring, updating, and following up with information obtained from ATS. Based on the indicated ESL level, he or she is programmed for the appropriate Freestanding ESL program. A schedule is created that will accommodate the student's specific amount of days and minutes per week. We also maintain contact with the Supervisor of ESL to ensure we remain in compliance.

5. Most parents have requested a free standing ESL program.

6. Yes.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In													2	2
Total	0	0	0	0	0	0	0	0	0	0	0	0	2	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL				1			1			2
Total	0	0	0	1	0	0	1	0	0	2

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish	2																		2	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	2	0	2	0																

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

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

Part IV: ELL Programming

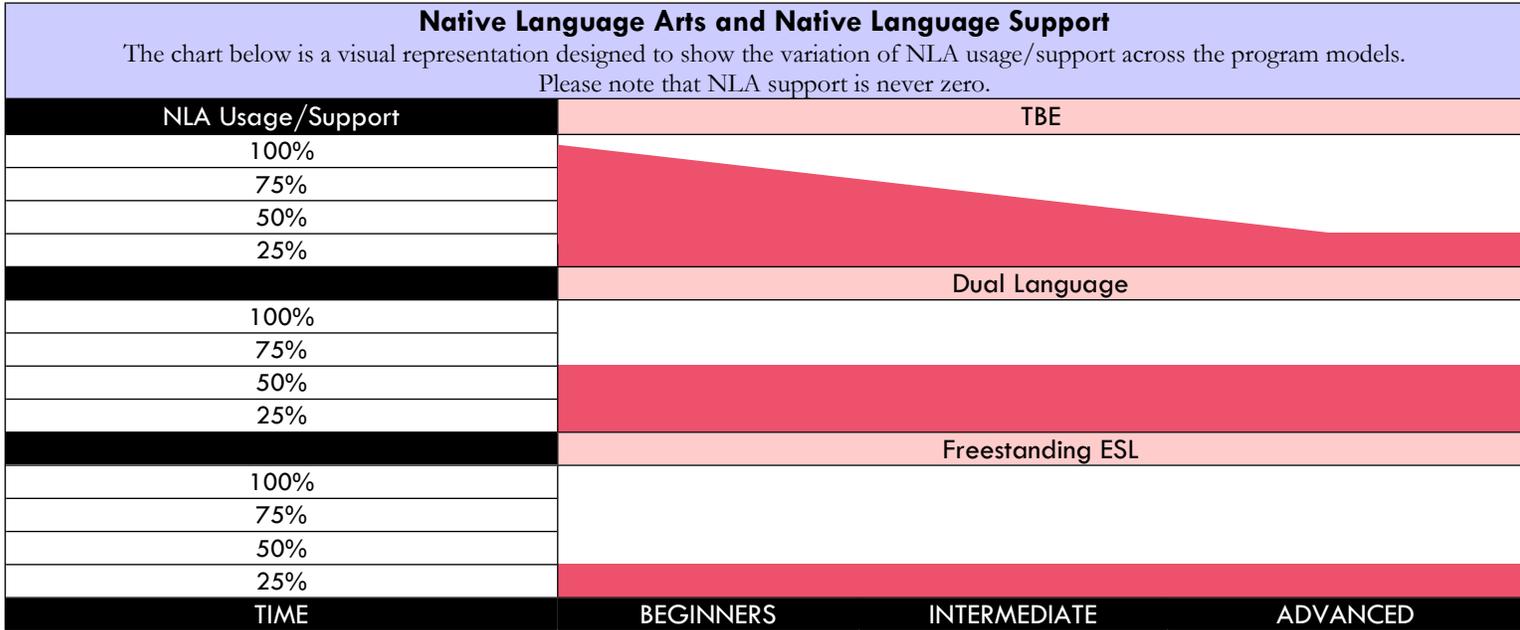
A. Programming and Scheduling Information

<ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (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])? 2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ol style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? 3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development. 4. How do you differentiate instruction for ELL subgroups? <ol style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.
<ol style="list-style-type: none"> 1. (a) The organizational models are Push-in (Co-teaching) and self-contained. (b) The program models are 55-minute periods, with ungraded, heterogeneous grouping. 2. A teacher who is in the process of being dual certified in ELA and ESL is programmed to teach the required number of minutes per week as dictated by CR Part 154 for each student. We provide the required number of minutes as per CR Part 154 depending on the level of proficiency of each ESL student. 3. Content areas are delivered in English with targeted and explicit reading and writing scaffolds provided for ESL students as needed. Required vocabulary is explicitly taught. Tutoring and other extensions to learning are provided as needed. 4. (a) This is not applicable based on Transfer School Model. (b) This is not applicable based on Transfer School Model. (c) For ELL's receiving services 4-6 years, we provide many services/programs. These services/programs include Freestanding ESL instruction, push-in/pull-out ESL as needed, collaboration between the ESL provider and the general education teachers, collaboration between the ESL provider and the Advocate Counselor/ Guidance Counselor, extra help classes, Regents prep classes, and SAT/ACT prep classes. Our Language Allocation Policy Team regularly reviews the student's progress and provides assistance as needed. (d) For Long-Term ELL's (completed 6 years), we provide the same services for 4-6 years ELL's. Additionally, we are careful in differentiating instruction to ensure that content is appropriately challenging, the student is not simply re-learning old information, and we are taking all necessary steps to prepare the student for the NYSESLAT. (e) For ELL's identified as having special needs, we are mindful in making sure instructional materials are differentiated and aligned with the student's goals/objectives. We also ensure that the student is receiving his testing modifications and accommodations as they relate to classwork, quizzes, and tests. We also make sure to maintain contact between the general education teacher, special education teacher, and ESL teacher.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced

ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. We offer several targeted intervention programs for ELL's in ELA, math, and all content areas. We offer:

- * Literacy across the curriculum
 - * Tutoring in all subject areas
 - * Regents prep for all Regents examinations
 - * Extended Day classes for any potential core subject area
 - * Freestanding ESL instruction (push in/ pull out as needed)
 - * SAT/ACT prep classes
 - * Collaboration between ESL provider and general education teachers
 - * Collaboration between ESL provider and Advocate Counselor/ Guidance Counselor
 - * Professional development dedicated to the academic intervention of ELL students
 - * Continuation of these services even for students who have received "proficiency" on the NYSESLAT
- *** These services are offered in the English language exclusively.

6. Our plan for ELL's reaching "proficiency" on the NYSESLAT include the following:

- * differentiated instruction across the curriculum
- * continued literacy across the curriculum
- * tutoring in all subject areas
- * Regents prep for all Regents examinations
- * Extended Day classes for any potential core subject area
- * SAT/ACT prep classes

7. Some of the new programs or improvements for the upcoming school year are as follows:

- * push in freestanding ESL
- * co-planning between general education/ESL teacher

8. NONE

9. ELL's are provided equal access to all school programs through the scheduling process. All students, including ELL's and special education students are scheduled according to their needs. The scheduling process affords the students:

- * ungraded classes
- * heterogeneously mixed classes

All students have equal access to the following after school and supplemental services:

- * extended Day classes for any potential core subject area
- * tutoring in all subject areas
- * Regents prep for all Regents examinations
- * SAT/ACT prep classes

10. Instructional materials, including technology used to support ELL's are as follows:

- * computers in every classroom
- * an updated computer lab

- * Smartboards in every classroom
- * overhead projectors
- * calculators
- * textbooks for each subject area
- * a classroom library with an extensive collection of current and relevant literature
- * TV/DVD player in every classroom
- * various computer programs used by teachers and staff
- * laptop computers in carts
- * Alpha Smart computers
- * ESL manipulatives
- * manipulatives in all academic subject areas
- * certified Special Education provider
- * certified Advocate Counselors
- * Guidance Counsleors

11. Native language is supported through staff members who are able to communicate with students in their own native language.

12. YES

13. To better assist newly enrolled ELL students before the beginning of the school year, an orientation is conducted with appropriate staff available in order to provide adequate support for students and parents.

14. We offer Spanish, French, and Latin as language electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Ongoing professional development is emphasized in our school in order to provide purposeful ESL instruction and to educate our staff about ESL regulations and practices. Professional Development consists of workshops, collaboration between the ESL and general education teachers and counseling staff, and sharing of techniques and strategies for supporting ESL student learning. Additionally, THE ELL CPS regularly visits our school to work with the ELL teacher, principal and staff. Native language support is minimally needed as most students speak English fluently.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. NQCHS provides various opportunities for parents to be involved in their child's learning experience. Currently we have Parent Association (PTA) Meetings once per month and the School Leadership Team (SLT) that meets once a month. In addition, Advocate Counselors meet with parents on an ongoing basis during in-house meetings and conducted home visits as needed.

2. Our school is a Transfer School for over-aged and under-credited students, partnering with SCO Family of Services. This organization provides services to all parents of students that attend our school.

3. The needs of parents are addressed both individually and collectively based upon:

- The intake process.
- Orientation.
- Individual requests.
- PTA and Meetings.
- Parent Workshops.

In addition, individual communication with the Advocate Counselor (AC) to identify support services that are needed via face to face meetings, telephone conversations, and mail outreach, are methods used to assess parent needs.

4. Our parental involvement activities provide the opportunity for parents to have a collective voice to address their individual and school-wide needs. Parents are given a chance to provide feedback to various school initiatives and make suggestions that impact the community.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)												1		1
Advanced (A)													1	1
Total	0	0	0	0	0	0	0	0	0	0	0	1	1	2

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													

	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math	1			
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 25Q792

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:		111,608.64	111,608.64
2. Enter the anticipated 1% set-aside for Parent Involvement:		1,127.36	1,127.36
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			✓			
Title I, Part A (ARRA)	Federal	✓			1112,736.00	✓	Pages 11-14 and Pages 18-25
Title II, Part A	Federal			✓			

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			1,142,103.00	✓	