



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: NORTH QUEENS COMMUNITY HIGH SCHOOL

DBN: 25Q792

PRINCIPAL: WINSTON MCCARTHY EMAIL: WMCCART@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Winston McCarty	*Principal or Designee	
Francellia McGee	*UFT Chapter Leader or Designee	
Lynn Hodge	*PA/PTA President or Designated Co-President	
Frances Caratozzolo	DC 37 Representative, if applicable	
Anum Tariq	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/	
Marylu Guecia	Member/	
Cynthia Dolphin	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 70% of students with an attendance rate of at least 80% will earn at least 4 credits per Cycle (Trimester) or a total of at least 12 credits per year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our graduation data shows that students must earn an average of at least 12 credits per year to remain on track to graduate in a timely manner. Since most of our students enter our school at an average age of 17 yrs old and have earned 20 credits or less, they must complete their credit requirements in 18 to 24 months. We provide opportunities for students to earn up to 18 credits per year. However, last school year, students at NQCHS earned an average of 9 credits per year, with the lowest group earning an average of 5 credits and the highest group an average of 10 credits. As we have seen traditionally, students earned the most credits in Trimester 1 and the least in Trimester 2. There is also a strong correlation between attendance rate and credit accumulation rate.

Accelerated credit accumulation is a central component of our school. We believe that despite the obstacles they may have faced in the past, it is very important for our students to earn more credits per year than they would have earned in their traditional high schools. With that in mind, we provide students and parents with frequent feedback on academic progress during each Cycle (Trimester) through Benchmark report cards every two weeks.

Approximately 30% of our students are either late or are absent from 1st period and/or 2nd period classes. As a result, a significant proportion of students earn less than the minimum of 4 credits per Trimester and our 6-year graduation rate is reduced. We have made the improvement of student attendance to 1st and 2nd period classes a priority. Our community of administrators, teachers, and advocate counselors are working collaboratively on strategies to address this challenge.

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies/Activities

- The school year is divided into Trimesters with opportunities for students to earn 6 credits per Trimester.
- We have adopted an outcomes-based/mastery grading policy that measures student learning on a scale of **outcomes attainment and Bloom's Taxonomy thinking levels**. Students earn letter grades to indicate their attained level of Bloom's: E (Emerging) Can remember; D (Developing) Can understand; C (Capable) Can apply; P (Proficient) - Can analyze; A (Advanced/Mastery) - Can Synthesize. Capable is the minimum level of attainment to move on.
- Each Trimester is divided into 6 Benchmark Periods of approximately 2 weeks each. Students and parents receive progress reports at the end of each Benchmark. We will improve the clarity with which student progress is communicated by the reports to provide more details on student performance on assignments.
- Extended Day classes provide opportunities for students to earn an additional 3 credits per school year or to retake credits attempted during the previous Cycle.
- Small groups of students work with teachers during 7th period (38.5 minutes) to improve skills and/or complete mastery/outcomes-based credits.
- The number of classes in which each student fails to attain minimum standards (at least capable on each outcome) each Benchmark is closely monitored. Students who do not attain minimum standards in 2 or more classes are targeted for early interventions including small group tutoring, and parent, teacher, and advocate counselor conferences.
- Teachers work in subject-area teams to collaboratively engage in an inquiry process to look at student work products, assess skill levels and develop intervention strategies.
- Our inquiry work has discovered a variety of factors that cause poor student progress, including:
 - Attendance
 - Skill levels
 - Teaching and learning practices
- Each of the areas above is being addressed through professional development efforts, including

- Teacher subject area team collaboration,
 - Observations and feedback to teachers
 - Instructional coaching provided by two consultant coaches
 - Monthly professional development sessions.
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- Letters that highlight the students at risk of failing 2 or more classes for the Trimester will be sent home with a request for a parent conference.
 - Outreach strategies, including early morning phone calls, parent conferences, conferences with teachers and advocate counselors, time management workshops, and small target group conferences will be used to improve student attendance to 1st and 2nd period classes.
 - Program to address reading and writing skill deficits will be implemented

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Schedule additional parent meetings with flexible times (morning or evening), to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
 - Translate all critical school documents and provide their interpretation during meetings and events as needed.
 - Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
 - Provide assistance to parents in understanding City, State, and Federal standards and assessments at Monthly PTA meetings

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 Title IIA
 Title III
 Grants
 Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Tax Levy FSF (\$20,000) OTPS for Instructional/Literacy Coach, Curriculum Resources, and Staff Development
- Tax Levy FSF (6,000) OTPS for Classroom supplies
- NYSTL Textbook: (\$8,650) Classroom resources for students
- Tax Levy Parent Coordinator HS (\$41,512) for contract to SCO Family of Services for providing outreach to families
- iZone/iLearn resources and support
- Title III: (\$689.00) for school documents sent out to parents

Staff and Other Resources

- Teachers will provide tutoring, progress feedback, credit recovery opportunities and make phone calls to parents.
- Advocate Counselors will provide counseling and progress report feedback, conduct advisory groups and workshops, send letters home, convene parent conferences, and make phone calls and home visits.
- Instructional and Literacy Coach will work with teachers to develop strategies to address reading and writing skill deficits.
- New Visions for Public Schools, our support organization, provides retreats, a Leadership Development Facilitator, data sources, analysis tools, and professional development opportunities to support efforts to increase credit accumulation rates.

Timelines

- Data on student progress is collected from Powerschool reports at the end of each Benchmark.
- Trends and patterns are noted at the end of Benchmarks 2 & 4
- Intervention strategies begin soon after Benchmark 2 of each Trimester.

Partnership with CBO

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.

Learning To Work

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 to prepare for the world of work after high school.

Advisory Groups

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

Violence and Bullying Prevention

Advocate Counselors work with students in advisory groups and one-on-one to develop effective ways to handle conflicts without resorting to violence, which prevents bullying and promotes the reporting of any instances of bullying. Anti-Bullying and Respect for All messages are posted throughout our school.

Service Programs

A majority of our students participate in service programs which include tutoring younger students, organizing a blood drive, collecting for the hungry and homeless (Penny Harvest) and visiting nursing homes.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

In 2012-2013, there will be a 3% increase in the graduation rate for the 6-year graduations cohort from 61.72% to 64.72% based on data from our school's annual progress report (2011-12).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a transfer school, our 6-year graduation rate is used as a measure of our progress. 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. However, our 6-year graduation rate varies with subgroups of students. These subgroups can be classified in terms of the number of credits at entry, students with IEPs, gender, and ELL status.

Our most recent progress report (2011-12), shows our Transfer High School Graduation Rate for Non-Overage/Under credited Students is 87.5%. However, for those who are Overage/Under-credited Students but least at risk, the rate is 65.2% and for our Most at Risk Overage/ Under-credited Students the rate is 50.0%. Increasing our six year graduation rate is a priority for our professional learning community including teachers and advocate counselors. Therefore, we will continue developing strategies and activities to engage and support our students with an emphasis on our prospective graduates. A significant portion of our present student population are in the most at risk overage/under-credited group, and it is imperative that we engage our community in a deeper analysis of this subgroup. Our observations of this population continue to indicate that factors such as level of engagement at entry, skill deficits, and attendance patterns need further evaluation and study.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- The Program Director and the Advocate Counselors identify students who are potential graduates.
- The Program Facilitator, 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, and 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 progress of potential graduates.

Other Resources

SCO Family of Services (CBO Partner) provides a College & Career Specialist to work with students in visiting potential colleges, completing college applications, applying for financial aid, and educating parents on the college going process.

CUNY college outreach programs, such as “At home in College,” help to support students in their quest to graduate from high school and successfully attend college. A team of teachers, advocate counselors and administrators have been trained to implement a year-long program for potential graduates to better prepare them for college.

Timelines

July – August 2012 – Transcript Reviews

August - September 2012 – Compile list of graduates

August - September 2012 – Graduation Team develops Action Plan and begins implementing strategies

Prior to Trimester 1, 2 & 3 – Potential graduates programmed according to needs

September – December 2012 – Transcript Reviews (second look)

September 2012 – May 2013 – Benchmark reports & Regents results analyzed for trends and patterns

September 2012 – May 2013 – Implementation of intervention strategies

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Schedule additional parent meetings, with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
 - Translate all critical school documents and provide interpretation during meetings and events as needed.

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Conduct parent workshops with topics that may include: the college application process, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy	Title I	Title IIA	x Title III	x Grants	Other
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Tax Levy FSF (\$8,000) OTPS for Instructional/Literacy Coach, Curriculum Resources, and Staff Development

Tax Levy FSF (4,000) OTPS for classroom supplies

NYSTL Textbook: (\$3,000) Classroom resources for students

Tax Levy Parent Coordinator HS (\$41,512) for contract to SCO Family of Services for providing outreach to families

Title III Translation Services: (\$643) for school documents sent out to parents

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 73% of eligible students will pass the Integrated Algebra Regents with a 65 or more, which represents an increase of 4% over last year (based on Regents Exam passing rate for all students).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Since the last school year we have significantly 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-ready 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, given city and state accountability measures, the ramifications are huge. 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.

Over the past three years, as the number of students taking Regents Exams increased dramatically, the percentage of students passing the exams decreased across core subject areas during the first year, but increased during the second year except in Living Environment. We have a great deal of work to do. As most of our students struggle with both reading and writing, 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 those areas.

As of the 9th grade class of 2008, all students must pass at least 5 core Regents courses with at least 65 to graduate with a Regents Diploma. This is a challenge we must embrace; therefore 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, analyzing, 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.

Our challenges in working with our students to attain rigorous math standards and pass Integrated Algebra with at least 65%, should be seen within the context described above. Our data shows that math skill deficits outweigh those in reading and writing. It has been found that a significant number of our students need remediation in basic math skills even as they learn new concepts in Integrated Algebra.

Finally, 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.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Administrators in collaboration with teachers and advocate counselors compile a list of students who are eligible for the Integrated Algebra Regents exam.
- Teachers prepare and administer a mock Regents exam to assess students’ content knowledge and skill levels.
- Teachers use a Regents analysis tool to analyze the results of the mock Regents exam.
- Administrators program students into Math Regents Prep classes for Cycle 2.
- Meetings with students, Math teachers and advocate counselors to stress the urgency of passing the Integrated Algebra Regents.
- Letters will be sent to parents so they can be aware of the importance of students passing the Regents Exams (Advocate Counselors are responsible).
- Teachers give a weekly assessment to students in Integrated Algebra classes.

- Regents Prep classes are provided during period 7.
- In targeted Regents classes, teachers use questions derived directly from prior Regents exams.
- Integrated Algebra teachers report weekly to the principal, program director and advocate counselors on the attendance and academic progress of students scheduled to attend Regents prep classes.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Schedule additional parent meetings with flexible times (morning or evening), to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
 - Translate all critical school documents and provide their interpretation during meetings and events as needed.
 - Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress.
 - Provide assistance to parents in understanding City, State, and Federal standards and assessments at Monthly PTA meetings.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 Title IIA
 Title III
 Grants
 Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Resources used to support credit accumulation and improvement in graduation rate will also be shared with improvement in Regents passing rate for Integrated Algebra.

In addition:

TSCCI Grant (\$20,000) OTPS for Math Coach, Curriculum Resources, and Staff Development

Tax Levy FSF (3,000) OTPS for Classroom supplies

NYSTL Textbook: (\$2,000) Classroom resources for students

Tax Levy Parent Coordinator HS (\$41,512) for contract to SCO Family of Services for providing outreach to families

iZone/iLearn resources and support

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will improve our overall attendance rate by 5% to 74%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- The students that attend NQCHS are all considered overage and under-credited students, meaning they are a year or more behind in credits and have a history of truancy or non-attendance in their previous schools. Many of them were on the verge of dropping out prior to attending NQCHS and have not made regular progress because of their attendance. Given this history, attendance is a major challenge for our students. Although most students make great strides in improving attendance, we still struggle to keep our attendance above 70%.
- Last year, our overall attendance rate was 69%. We struggled with two groups of students in particular, non-attenders who were difficult to re-engage and difficult to refer to other programs, and students with chronic absences who maintained attendance in the 40% - 60% range. Incentives that we have instituted as a school such as outside lunch for students maintaining attendance above 85% and public acknowledgement and awards for high attenders continued to support a group of high attenders, though we were not successful in developing incentives for low attenders.
- The attendance committee, along with a hired consultant, worked during the second half of the year to look at data specifically related to attendance outreach interventions. Thousands of interventions were analyzed to determine what has been most effective in changing the attendance of students. Interventions that were analyzed included home visits, phone calls to students and guardians, counseling sessions, and parent meetings. It was discovered that parent meetings and counseling sessions were among the most promising interventions, having much more of an impact than phone calls and home visits (where there is rarely anyone home). From this data, a new plan for attendance outreach and intervention was devised and staff were trained in August on the new plan and on the importance of increased engagement of students.
- In addition, there are several things in place at NQCHS that help us monitor attendance and do outreach to encourage students to come to school. Attendance is monitored each morning by Advocate Counselors and, if students have not arrived by the end of first period, parents are called. If students are absent for several days in a row without contact, home visits are conducted to encourage students to come back to school. Parent meetings are held with students who have excessive absences and contracts are drawn up to encourage increased attendance.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- An attendance committee that consists of administration, teachers, advocate counselors, and DOE staff meets weekly to discuss school-wide attendance data and discuss interventions for individual students. The committee is responsible for looking at attendance data across cohorts, by year in school, by number of credits, and by advocate counselor group to determine trends and plan interventions.
- Attendance data and goals are displayed throughout the school to show how the school and individual students are progressing.
- Teachers are incorporated in attendance intervention strategies to increase student attendance to classes by encouraging conversations about the importance of attendance in relation to credit accumulation.
- Attendance is monitored each morning by Advocate Counselors and, if students have not arrived by the end of first period, parents are called.
- If students are absent for several days in a row without contact, home visits are conducted to encourage students to come back to school.
- Parent meetings are held with students who have excessive absences and contracts are drawn up to encourage increased attendance.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents are contacted by phone and in person when students do not come to school. Letters are also sent home at the end of each cycle to let parents know what their child's overall attendance has been and steps that have been made to improve it.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Tax Levy FSF (\$3,000) OTPS for Attendance incentives

Tax Levy Parent Coordinator HS (\$41,512) for contract to SCO Family of Services for providing outreach to families

Title III Translation Services: (\$643) for school documents sent out to parents

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- **Partnership with CBO**
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.

- **Learning To Work**
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 to prepare for the world of work after high school.

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

- **Violence and Bullying Prevention**
Advocate Counselors work with students in advisory groups and one-on-one to develop effective ways to handle conflicts without resorting to violence, which prevents bullying and promotes the reporting of any instances of bullying. Anti-Bullying and Respect for All messages are posted throughout our school.

- **Service Programs**

A majority of our students participate in service programs which include tutoring younger students, organizing a blood drive, collecting for the hungry and homeless (Penny Harvest) and visiting nursing homes.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

-

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>Tutoring during and after school.</p> <p>Regents prep classes 2-3 days per week.</p> <p>Regents prep after school and on Saturday during the six weeks prior to the Regents exam.</p>	Small group and one-one tutoring	Extended day, 371/2 minutes 7th period, and during Lunch.
Mathematics	<p>Tutoring during and after school.</p> <p>Regents prep classes 2-3 days per week.</p> <p>Regents prep after school and on Saturday during the six weeks prior to the Regents exam.</p>	Small group and one-one tutoring	Extended day, 371/2 minutes 7th period, and during Lunch.
Science	<p>Tutoring during Regents exam.and after school.</p> <p>Regents prep classes 2-3 days per week.</p> <p>Regents prep after school</p>	Small group and one-one tutoring	Extended day, 371/2 minutes 7th period, and during Lunch.

	and on Saturday during the six weeks prior to the Regents exam.		
Social Studies	<p>Tutoring during and after school.</p> <p>Regents prep classes 2-3 days per week.</p> <p>Regents prep after school and on Saturday during the six weeks prior to the Regents exam.</p>	Small group and one-one tutoring	Extended day, 371/2 minutes 7th period, and during Lunch.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>One-on-one counseling sessions with the Guidance Counselor for students with IEPs.</p> <p>Individual and group counseling with our CBO Advocate Counselors.</p> <p>Individual and group counseling with our CBO School Director (Clinical Social Worker)..</p> <p>Evaluations are conducted by the assigned psychologist.</p> <p>Our CBO partner provides all students with information regarding at-risk health-related services based upon student need.</p>	<p>One-on-one counseling with our school Guidance Counselor.</p> <p>Our CBO partner, SCO Family of Services, provides one-on-one and group counseling sessions with the students using in-house Advocate Counselors who are trained in Social Work and the Sanctuary Model. In addition, their immediate supervisor, our school director, provides additional services when needed as a Licensed Social Worker.</p> <p>One-on-one</p> <p>Group and or one-on-one</p>	<p>One-on-One counseling occurs on a regular basis throughout the day</p> <p>Counseling (small group) occurs every Tuesday and Thursday throughout the school year during second period.</p> <p>As needed</p> <p>As needed</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

Strategies and Activities

- Identify program needs early in the school year to increase probability of attracting the best teacher candidates.
- Identify teachers and other community constituents to participate in the hiring process so that we can identify teachers that would work well with our over-aged and under-credited population.
- Develop a set of criteria and standards aligned to the needs of our students for selecting highly qualified candidates with State Certification in relevant subject areas.
- Conduct frequent observations and provide feedback to teachers based upon a set of criteria that set the standards for highly qualified and effective teachers.
- Work with teachers to ensure that they attain all State Certification requirements to become highly qualified.
- Provide professional development opportunities for teacher growth in areas of deficit.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Derek Smith	District 25	Borough Queens	School Number 792
School Name North Queens Community High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Winston McCarthy	Assistant Principal Janene Pearson
Coach Lewis Gitelman	Coach type here
ESL Teacher Emily Silverstein	Guidance Counselor Roldye Ceans
Teacher/Subject Area Joi Creighton	Parent Dorena Bryant
Teacher/Subject Area type here	Parent Coordinator None
Related Service Provider type here	Other type here
Network Leader Derek Smith	Other type here

C. 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	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	195	Total Number of ELLs	3	ELLs as share of total student population (%)	1.54%
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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. 25Q792 is a nongraded Transfer High School for overaged and under-credited students, 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. If a student transfers to NQCHS and has been identified as an ELL student the NYSESLAT is administered as per the NYS guidelines issued in the NYC 2011 High School Test Administration Handbook. This exam is issued by our Special Education teacher and students are serviced by our ESL teacher.

2. We offer a program consisting of Freestanding ESL services. During the intake process, our CBO 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. Parents are aware of the type of support we provide. Based upon the answer to question number two and our current ELL population all parents have requested a free standing ESL program.

6. Parents have agreeded that providing their Transfer School student with Freestanding ELL services will give them the opportunity to meet the NYS High School graduation requiremnets and obtain their High School Diplomia withhin their Six-year Cohort.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

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

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

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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	0	0	0	0	0	0	0	0	0	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														0
Chinese										1				1
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian										1				1
Other														0
TOTAL	0	2	0	0	1	3								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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)?
 - 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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. (a) The organizational models are Push-in (Co-teaching) and self-contained. Depending upon individualized student needs the ELL teacher Co-teaches in Elingish and or Math classes and helps to plan differentiated lessons to meet student learning targets. Students also receive small group or individualized instruction with the ELL teacher to get support with the material in the other subjesct that they are currently enrolled in.

A. Programming and Scheduling Information

(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. Each student is placed in classes that are 55 minutes in duration. Based upon their NYSESLAT score they are programmed for the designated amount of support classes and receive their entitled minutes per week.

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. Teachers use a differentiated instructional approach to address the needs of the individual student. Students are provided with resources to provide content specific support that are geared towards their reading level and work one-on-one with the ELL teacher to unpack information and assess their understanding both formatively and summatively.

4.

5. (a) 25Q792 is a nongraded Transfer High School for overaged and undercredited students that have attended High School in NYC for at least one year. The students reading level is assessed during the Intake process using the Calafornia Test of Basic Skills and students write an essay that is graded by the ELA teacher to assess their writing skills. In addition they are interviewed by the CBO partner that determines if they meet the requirements for admission to the school based upon credit evaluation, social-emotional readiness and other needs assessments.

(b) As stated in the above response, one of the criteria for a student's admission to NQCHS is having a reading score on or above the 6th grade level based upon the results of the Calafornia Test of Basic Skills test. If the student meets this requirement then they would be placed in our Freestanding ELL program based upon all of the measures identified in the previous sections.

(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.

6. Instructional strategies used include:

1. Vocabulary work that uses visuals improve understanding and use of words in several contexts.
2. Repeating use of words in reading, writing, speaking and listening.
3. Use of reading strategies such as activating schema, making predictions, questioning and making inferences.
4. Use of graphic organizers
5. Working in a variety of groups with opportunities for conversations about meaning and purpose.
6. Paraphrasing.
7. Opportunities to build higher order thinking skills through comparing and contrasting, analyzing, and evaluating.

7. A push-in model where the ESL teacher provides support and scaffolds for ELL students during a content area class.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

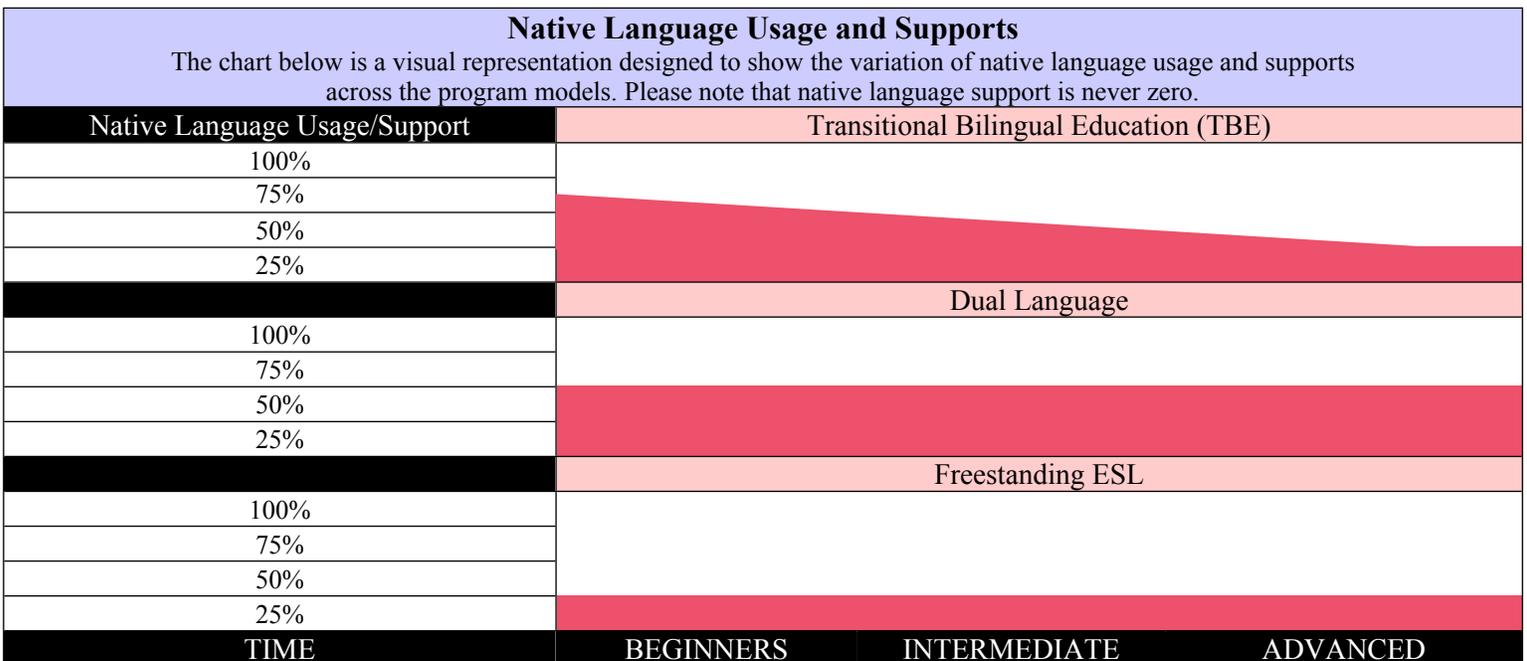
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			

Social Studies:	0
Math:	0
Science:	0

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. 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.

9. 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

10. 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

11. NONE

12. 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

13. 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

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

15. YES

16. 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.

17. 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 effective instruction to ELL students 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. 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)													2	0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYSESLAT Modality Analysis

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. The reading level of all students is assessed during the intake process using the California Test of Basic Skills (CTBS).
2. The data pattern shows that all ELL students who have applied to our school are at the Intermediate or Advanced levels in both listening/speaking and reading/writing.
3. As a Transfer School for overage and under-credited students, many of whom are struggling readers and writers, all teachers are expected to infuse reading and writing strategies explicitly as part of lessons across all curricular areas. In addition, differentiated instructional approaches, including the use of visuals, technology, graphic organizers and other scaffolds, are used to aid learning for ELL students.
4. At NQCHS students are ungraded and are programmed based on transcript needs. Each student is supported individually according to the listening/speaking or reading/writing skill deficits assessed.
 - a. All ELLs take classes in English.
 - b. Teachers and School Leaders use the Periodic Assessments to identify skill deficits and determine intervention needs. Depending on the deficits identified, students are placed in appropriate classes.
5. We do not offer dual language programs.
6. We evaluate the success of our program for ELLs by comparing the data on the academic progress and graduation rate of ELLs to non-ELLs. Our expectation is that with the specific supports provided to ELLs, their progress should match those of non-ELLs.

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Winston McCarthy	Principal		1/1/01
Janene Pearson	Assistant Principal		1/1/01
None	Parent Coordinator		1/1/01
Emily Silverstein	ESL Teacher		1/1/01
Dorena Bryant	Parent		1/1/01
Joi Creighton	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Lewis Gitelman	Coach		1/1/01

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
Roldye Ceans	Guidance Counselor		1/1/01
Derek Smith	Network Leader		1/1/01
Lainey Collins	Other <u>School Director</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q792 **School Name:** NORTH QUEENS COMMUNITY HIGH SCHOOL

Cluster: 561 **Network:** NEW VISIONS CHILDREN FIRST NETWORK

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 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. The needs of parents are addressed both individually and collectively based upon the information obtained from the following:

- Discussions with parents and students during the intake process.
- Students preference home language identified in ATS.
- Emergency contact card information.
- Parent and student orientation.
- Individual parental 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.

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.

Spanish is the most common home language of the students at North Queens Community High School. A very small percentage speak Bengali or Urdu. We have one family speaking Mandarin Chinese with written translation and oral interpretation needs that we do not currently have the in-house resources to provide. We use the DOE translated documents when communicating with the parents and speak with English speaking family members when verbal communication is necessary. If an issue does arise we obtain services via SCO Family of Services (CBO Partner) and or use the available services provided via the DOE. If we can not obtain these services in time we will provide the parents with a cover

letter or notice attached to an English document that indicates how they may obtain free translation services as stated in Chancellors Regulations A-663 part V. section C. All of our other parents have in-house resources that they can communicate with when necessary and receive written documentation in their preferred language.

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.

When making written contact with parents all memos are sent out in both English and Spanish. If memos are needed in other languages and they are available on the DOE website we print and distribute them to the designated parent(s). We utilize staff members that speak and write in various languages to help with written notifications. If the written documentation is needed in a language other than what we can facilitate in-house we will solicit the assistance of SCO Family of Services (CBO Partner) and or the available services provided via the DOE. Currently, we have one student's parents that require translation and interpretation in Mandarin however; we have managed to provide them with the support that is needed.

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.

Currently, we use the Advocate Counselors and or other staff members to assist with translation and interpretation during face to face and or telephone conversations. In addition, in the past, family, and or friends have accompanied parents to meetings and conducted the translation if needed. If translation is needed for a parent in a language other than what we can facilitate, we will solicit the assistance of SCO Family of Services (CBO Partner) and or the available services provided via the DOE. As indicated before, we have one student's parents that require translation and interpretation in Mandarin however; we have managed to provide them with the support that is needed.

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>.

- A. NQCHS will provide parents with the Parent Bill of Rights and Responsibilities during the intake process and have copies of the document available during orientation. Parents will be able to obtain additional copies of the Parent Bill of Rights and Responsibilities from their students or Advocate Counselors on request.
- B. NQCHS will post a sign in each of the covered languages on the wall of the hallway entrance and in the administrative offices.
- C. Our Safety Plan will contain the procedures for parents to make contact with staff members so that we can meet the individual needs of all.
- D. N/A
- E. N/A