



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: NORTH QUEENS COMMUNITY HIGH SCHOOL

DBN (i.e. 01M001): 25Q792

Principal: WINSTON MCCARTHY

Principal Email: WMCCART@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: DEREK JONES

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Winston McCarthy	*Principal or Designee	
Francellia McGee	*UFT Chapter Leader or Designee	
Lynn Hodge	*PA/PTA President or Designated Co-President	
Frances Caraozzolo	DC 37 Representative, if applicable	
Eric Williams	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	
Charmaine Headley	Member/ Parent	
Marylu Guecia	Member/ Parent	
Nancy Poux	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

In 2013-2014, 70% of students with average class attendance rates of a 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 students earned an average of 9 credits per year, with the lowest group earning an average of 5 credits and the highest group and 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 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.

1.

B. Key personnel and other resources used to implement each strategy/activity

- **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.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 70% of students with attendance rates of 80% or higher earn at least 4 credits at the end of each Trimester.
2. A 10 - 20% increase in the number of students attending 7th period small group instruction.
3. All students in need of intervention are identified early in each Trimester
4. Teacher teams develop effective intervention strategies to improve performance for individual students.

D. Timeline for implementation and completion including start and end dates

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

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Tax Levy FSF (\$25,000) OTPS for Instructional/Literacy Coach, Curriculum Resources, and Staff Development
- Tax Levy FSF (\$6,000) OTPS for Extended Day Classes and Tutoring

- NYSTL Textbook: (\$4,000) Classroom resources for students
- Tax Levy Parent Coordinator HS (\$41,512) for contract to SCO Family of Services for providing outreach to families.
- ize/iLearn resources and support

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).

- Schedule additional parent meetings with flexible times (morning or evening), to share information about the school's educational program and other initiative 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #2

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 2013-2014, there will be a 3% increase in the graduation rate for students identified as potential graduate (students needing 16 or less credits and/or 3 or less Regents passes) from 56% to 59% based on data from our school's annual Scholarship Report.

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 on our annual progress. However, this classification of our students based on cohort has not served our ability to improve our yearly graduation rate effectively. Our students are overage and under-credited and come to us after having spent at least 1 year in a previous high school. Students are programmed according to transcript needs and not by cohort year. As a result, the most effective way to work in moving our students towards graduation is in terms of number of credits earned and number of Regents exams passed. This particular approach allows us to use our present grouping of students by class or advisory groups to gather performance data for analysis and development of intervention strategies. 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 annual scholarship report (2012-13), shows that prospective graduates needing to pass 3 or more Regents exams are most at risk of not graduating by June of 2013. Students who need the most credits (16) are also most at risk of not graduating since they are expected to earn no less than 5 credits per cycle. However, the average credit earning rate at NQCHS is presently below 4 per cycle. Increasing our annual 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. A significant portion of our present student population is 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- The Program Director and Program Facilitator as well as the Future Focus Counselors will identify students who meet the criteria of a potential graduate
- The Program Facilitator, Future Focus Counselors and Guidance Counselor review transcripts of potential graduates. Collectively, they will work together to identify what remaining credits each potential graduate needs to earn in order for them graduate by the June 2014
- A Graduation Team (Asst. Principal, Program Facilitator, Teachers, Future Focus Counselors and Guidance Counselor) is formed to provide support to prospective graduates identified as “at risk” of not graduating.

B. Key personnel and other resources used to implement each strategy/activity

- Principal, School Director, Assistant Principal, School Director, Program Facilitator, Guidance Counselor and Future Focus Counselors

Other Resources

- SCO Family of Services (CBO Partner) provides two Future Focus Counselors who 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, Future Focus Counselors and administrators have been trained to implement a year-long program for potential graduates to better prepare them for college.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- The school has established a Graduation Committee to help monitor potential graduates’ academic progress. The Graduation Committee 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.

D. Timeline for implementation and completion including start and end dates

- July – August 2013 – Transcript Reviews
- August - September 2013 – Compile list of graduates
- August - September 2013 – Graduation Team develops Action Plan and begins implementing strategies
- Prior to Trimester 1, 2 & 3 – Potential graduates programmed according to needs
- September – December 2013 – Transcript Reviews (second look)
- September 2013 – May 2014 – Benchmark reports & Regents results analyzed for trends and patterns
- September 2013 – May 2014 – Implementation of intervention strategies

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

on 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

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).

- Potential graduates are identified in July and students and parents/guardians are contacted over the summer to discuss academic plans and goals for the upcoming academic year and beyond graduation.
- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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 with attendance rates of 70% or higher will pass the Integrated Algebra Regents with a 65 or better, 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.

For the past 2 school years 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 attending 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 implications for meeting the needs of our students are extensive. 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 requires 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 four 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 literacy 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.

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. In response to this, a Math seminar class for incoming students with weak math skills has now been added to our programs. This class is designed to support students in improving their basic math and algebra skills.

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- 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, working with a Math Coach use questions derived directly from old Regents exams to model the solution to given problems,

provide opportunities for practice and application, and provide feedback to students.

-
- 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.

1.

2. Key personnel and other resources used to implement each strategy/activity

Key Personnel

- Administrators
- Math teachers
- Advocate Counselors
- Math Coach

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Students complete mock Regents exam
 - Teachers complete grading of mock Regents exam
 - Teachers analyze student performance and disaggregates results in skill deficit areas
 - Teacher work with Math Coach to develop strategies to address assessed skill deficits
 - Small group and individual goals developed with students based on projected increases in students' ability to solve given problems
 - Teachers work with Math Coach to implement strategies
 - Teachers assess student progress on skill growth with interim assessments
 - Advocate Counselors schedule meetings with parents to discuss student progress
 - Increases/decreases in student performance on interim assessment used to assess progress and effectiveness of strategies

4. Timeline for implementation and completion including start and end dates

1. September to January
2. February to June

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 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
-
-

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).

- 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

In the 2013-2014 school year, we will achieve an attendance rate of 70% or higher. This represents an increase of 5% from last year's rate of 65%.

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 65%. 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 summer 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 was 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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. 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.
7. Attendance data and goals are displayed throughout the school to show how the school and individual students are progressing.
8. 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.
9. Advocate counselors do daily attendance outreach interventions such as parent/guardian phone calls and meetings, home visits, and meetings with students to help students set goals towards increasing attendance.
10. Students that are consistently not meeting attendance goals and fall below 60%

2. Key personnel and other resources used to implement each strategy/activity

1. **Advocate Counselors**, through their relationships with students and families, intervene in several different ways to increase individual student attendance. They also through advisory group, set goals and discuss the importance of attendance with their entire caseload.
2. **Teachers** are responsible for reaching out to parents and students who are struggling with attendance in specific classes.
3. **School administrators** monitor daily and weekly attendance data and plan school-wide interventions.
4. Attendance is discussed at school-wide community meetings once a month and students are recognized for attendance above 80%
5. Incentives are offered for students who maintain an average attendance of 85% or higher.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance data for each advisory group will be pulled on a weekly basis and monitored by the Advocate Counselor and attendance committee. Interventions will be planned accordingly.
2. Student attendance data will be displayed weekly in school so that all teachers and students are aware of student attendance rates. Students who maintain 80% attendance or higher will be displayed.
3. Each cycle, students who did not maintain attendance higher than 70% will be identified and a parent meeting will be held to set goals for the next cycle.
4. Incentives will be offered several times a cycle to help improve attendance.

4. Timeline for implementation and completion including start and end dates

1. Attendance interventions will take place on an on-going basis from September to June.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Service and program coordination

1. 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).
2. **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.
3. **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.
4. **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.

5. 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.

6. 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.

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).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

6.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	-----------------	-----------------	------------------	------------------	------------------	---------------

List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Tutoring during for Regents exams before 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>	<p>Small group and one-one tutoring</p>	<p>Extended day, 37 1/2 minutes 7th period, and during Lunch. In addition, some teachers select to provide additional support to individual students after or before school.</p>
Mathematics	<p>Tutoring during for Regents exams before 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>	<p>Small group and one-one tutoring</p>	<p>Extended day, 37 1/2 minutes 7th period, and during Lunch. In addition, some teachers select to provide additional support to individual students after or before school.</p>
Science	<p>Tutoring during for Regents exams before 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>	<p>Small group and one-one tutoring</p>	<p>Extended day, 37 1/2 minutes 7th period, and during Lunch. In addition, some teachers select to provide additional support to individual students after or before school.</p>
Social Studies	<p>Tutoring during for Regents exams before 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</p>	<p>Small group and one-one tutoring</p>	<p>Extended day, 37 1/2 minutes 7th period, and during Lunch. In addition, some teachers select to provide additional support to individual students after or before school.</p>

	the Regent's exam.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-on-one counseling sessions with the Guidance Counselor for students with IEPs.	One-on-one counseling with our school Guidance Counselor.	One-on-One counseling occurs on a regular basis throughout the day
	Individual and group counseling with our CBO Advocate Counselors.	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.	Counseling (small group) occurs every Tuesday and Thursday throughout the school year during second period.
	Individual and group counseling with our CBO School Director (Clinical Social Worker).		
	Evaluations are conducted by the assigned psychologist.	One-on-one	As needed
	Our CBO partner provides all students with information regarding at-risk health-related services based upon student need.	Group and or one-on-one	As needed

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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 teachers with ongoing professional development opportunities to support teaching and learning;
- providing students with the opportunity to receive additional Regents Prep before, during and after school throughout the school year;
- creating additional opportunities for struggling students to receive help in their classes before and, or after school;
- 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:

- working with SCO Family of Services who is our CBO partner, and our DOE Guidance Counselor to communicate and follow-up with students and parents on an ongoing basis;
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- arranging parent-teacher 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;
- 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:

- working with SCO Family of Services, our CBO partner, to communicate with all school constituents;
- 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:

- working with SCO Family of Services, our CBO partner, to provide general support to our parent population;
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians with the assistance of SCO;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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:

- Make contact with and respond to calls from the SCO on a regular basis to follow-up when necessary;
- 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;
- attend parent meetings to address concerns regarding students' academic progress and possible behavioral issues with SCO and or DOE staff members.
- 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 promptly 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 25	Borough Queens	School Number 792
School Name North Queens Community High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Winston G. McCarthy	Assistant Principal Janene Pearson
Coach Lewis Gitelman	Coach type here
ESL Teacher Matin Howfield	Guidance Counselor Roldye Ceans
Teacher/Subject Area Christopher Guerzon	Parent Lynn Hodge
Teacher/Subject Area Keith Walter	Parent Coordinator None
Related Service Provider Roldye Ceans	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	207	Total number of ELLs	3	ELLs as share of total student population (%)	1.45%
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Part II: 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															
Push-In													2	1	3
self-contained													0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	2	1	3	

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL							3		2	3
Total	0	0	0	0	0	0	3	0	2	3

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses the Scantron performance series and Read 180 to assess literacy levels. We have found that our students struggle with vocabulary. It is the lowest scoring section along with decoding non-fiction texts. Students do better with fiction texts. The English Language Arts curriculum has been modified to target vocabulary building and reading non-fiction texts.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Paste response to question here:
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Classes with ELL students spend significantly greater time on improving reading and writing skills.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?As this is Transfer School for overage and under-credited students, students are grouped in mixed grades according to transcript needs. Therefore, with only 3 ELL students, the unique needs of each student is addressed individually. All 3 students have elected to take exams in English as their content knowledge in their native language is very limited.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers provide differentiated instruction to ELL students with advice and guidance from the ELL instructor. Teachers use the performance data from ELL students to assess the progress of their ELL students.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Performance of ELL students on State Regents Exams, credit accumulation, and progress towards graduation are compared to expected rate of growth.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
This school is a Transfer School for overage and under-credited students and therefore, the HLIS is not applicable. Students from out of State, who are first time residents, are sent to the enrollment center for initial evaluation.

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.
We offer a program of Freestanding ESL services. During the intake process, staff members inform parents about our ESL program. We inform parents in their native language (if necessary) to ensure they fully understand what we offer, how we implement services, and that we work together in a partnership.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
N/A
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.
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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
ELL students are given a testing schedule where they are pulled from subject classes to complete the NYSESLAT exam. Students who are absent are tested during a makeup exam period.
6. 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.) 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. 
All parents have requested a free standing ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

At the school the organizational model is push-in (co-teaching). The program model is a ungraded, heterogeneous grouping approach.

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)?

We have one certified ESL teacher who is programmed to teach the required number of minutes per week as dictated by the 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 student.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in English with targeted and explicit reading and writing scaffolds provided for ESL student as needed. Required vocabulary is explicitly taught. Tutoring and othe rextensions to learning are provided as needed.

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

All 3 ELL students are evaluated in English throughout the year because of their limited native language vocabulary. As appropriate ELL students would be provided with translation materials whenever possible.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL push-in teacher works with the subject area teachers to ensure that evaluation of ELL students occurs in all four modalities throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

7. 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?

All subject area teachers of ELL-SWD us a variety of reading and writing scaffolds that build the improve reading and writing skills of ELL-SWD students. These strategies include summarizing, inferencing, visualizing, annotating, writing paragraph that includes a main idea and supporting details.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

In our school ELL-SWD students receive individualized progamming based on their proficiency levels and course credit needs. Students who required addition time on skill development are programmed in classes with longer blocks of time or for extended

day classes.

Courses Taught in Languages Other than English [i](#)

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:			
Social Studies:			
Math:			
Science:			

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	45 minutes per day	45 minutes per day	45 minutes per day

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

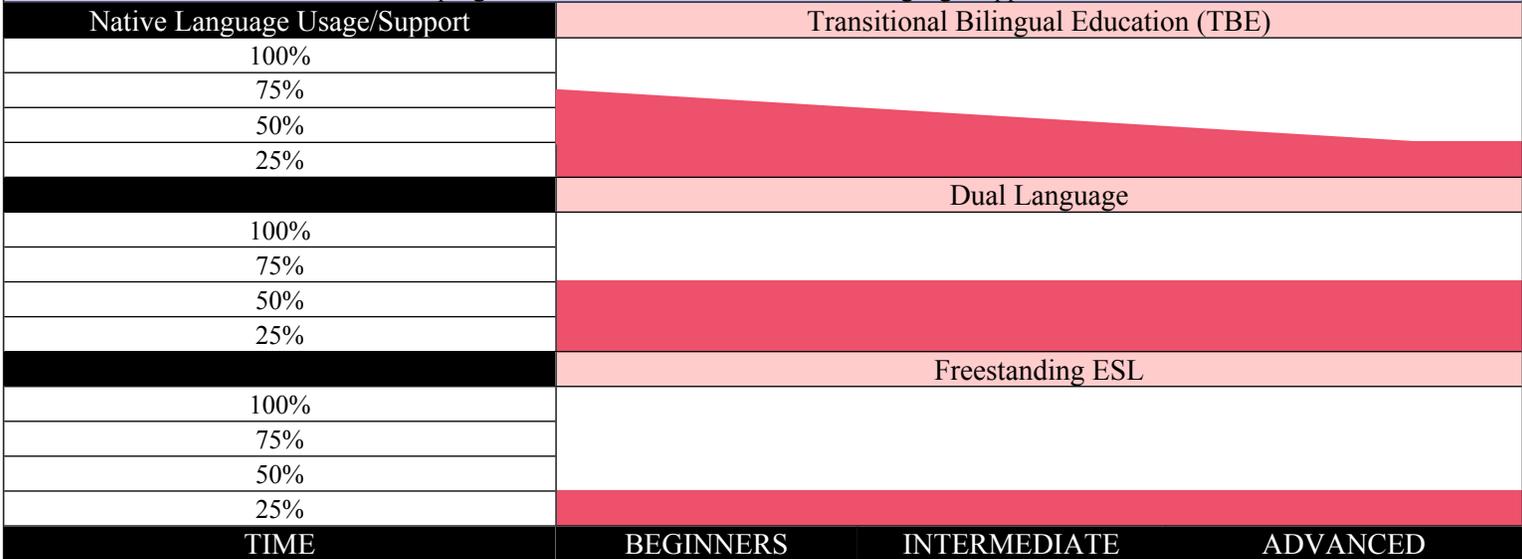
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

9. 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.
5. We offer several targeted intervention programs for ELL's in ELA, math, and all content areas. We offer:
- * Literacy across the curriculum
 - * Tutoring in all subject areas
 - * Regents prep for all Regents examinations
 - * Extended Day classes for any potential core subject area
 - * Freestanding ESL instruction (push in/ pull out as needed)
 - * SAT/ACT prep classes
 - * Collaboration between ESL provider and general education teachers
 - * Collaboration between ESL provider and Advocate Counselor/ Guidance Counselor
 - * Professional development dedicated to the academic intervention of ELL students
 - * Continuation of these services even for students who have received "proficiency" on the NYSESLAT
- *** These services are offered in the English language exclusively.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- One ELL student is new to our school and is making satisfactory progress. The other 2 students are both ELL-SWD students and struggle in both ELA and Math.
11. What new programs or improvements will be considered for the upcoming school year?
- As needed each student will be given targeted interventions to help them improve their reading, writing and math skills through improved classroom scaffolds as well as opportunities for tutoring.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 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
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 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 Counselors

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Resources are purchased that are designed for use with high school age students, grade 9-12. The ESL teacher also works with all subject area teachers of ELL students to make recommendations regarding appropriate approaches and scaffolds.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. .

18. What language electives are offered to ELLs?

We offer Spanish as a language elective.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: North Queens Community High Sc

School DBN: Q792

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Winston McCarthy	Principal		1/14/14
Janene Pearson	Assistant Principal		1/14/14
None	Parent Coordinator		1/14/14
Martin Howfield	ESL Teacher		1/14/14
Lynn Hodge	Parent		1/14/14
Christopher Guerzon	Teacher/Subject Area		1/14/14
Keith Walter	Teacher/Subject Area		1/14/14
Lew Gitelman	Coach		1/14/14
	Coach		1/14/14
Roldye Ceans	Guidance Counselor		1/14/14
Derek Jones	Network Leader		1/14/14
	Other		1/14/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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