

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

25Q540

School Name:

QUEENS ACADEMY HIGH SCHOOL

Principal:

SHOMARI AKIL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: High School School Number (DBN): 25Q540
Grades Served: 10-12
School Address: 138-11 35th Avenue, Flushing, NY 11354
Phone Number: 718-463-3111 Fax: 718-886-5015
School Contact Person: Shomari Akil Email Address: sakil@schools.nyc.gov
Principal: Shomari Akil
UFT Chapter Leader: Jenny Squires
Parents' Association President: Sharon Jackson
SLT Chairperson: Jenny Squires
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sharon Jackson
Student Representative(s): Amia Santiago, Christine Matucci
RahLeek johnson

District Information

District: 25 Superintendent: LaShawn Robinson
Superintendent's Office Address: 52 Chambers Street, New York, New York 10007
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: 718-778-7305 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: _____
Director's Email Address: LPender@schools.nyc.gov
Phone Number: (718) 828-5488 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Shomari Akil	*Principal or Designee	
Jenny Squires	*UFT Chapter Leader or Designee	
Sharon Jackson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jacqueline White	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Rahleek Johnson Amia Saniago Jessica Sanchez Christine Matucci	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Denise Rojas Tiera Bipet	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Children's Village	CBO Representative, if applicable	
Gupreet Grewal	Member/ Coordinator CBO	
Vivian Reid	Member/ CBO Staff	
Marie LaTorre	Member/ Teacher	
	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Queens Academy is a transfer high school with 429 students from grade 10 through grade 12. The school is situated on two sites within Queens, Flushing, and Jamaica. The school population comprises 37% Black, 39% Hispanic, 9% White, and 12% Asian students with other ethnicity's representing the rest of the population. There are over 27 countries represented in our student body, which includes 6.5% English language learners and 7.7% special education students. Boys account for 55% of the students enrolled and girls account for 45%. Queens Academy High School's mission is to provide a respectful, nurturing environment of high learning expectations where students, parents and the academic community assume collective responsibility for all outcomes.

Queens Academy has a safe, nurturing environment that provides students with an individualized and accelerated path to graduation in an academically oriented and rigorous environment. Students often compare the school favorably to their former school and point out how they are learning more than before. Teachers and safety agents from nearby feeder schools have commented on how much more mature students seem after they have transferred to our school.

Our school has traditionally faced the same challenges many other transfer schools face, particularly with attendance and meeting students' academic and social-emotional needs. To support students in these areas, we have partnered with a community-based organization Children's Village and other organizations, such as Creative Connections. In addition, we began a Saturday enrichment program and reached out to form partnerships with feeder schools, with the community and with the Office of Post Secondary Readiness. With the support of our network, we were able to acquire programs to support teacher development and student college readiness. Furthermore, we were successful in applying to the Transfer School Common Core Institute and in securing the services of a Lehman College Math consultant, an Inter-school Development Coach and a C.U.N.Y technology intern. These partnerships have allowed us to develop curricula and instructional strategies to implement the Common Core Learning Standards. For these efforts, we were celebrated on our Quality Review for ensuring that curricula are aligned to the Common Core Learning Standards and integrating the instructional shifts while embedding rigorous academic tasks.

To build on our accomplishments and focus on the areas recommended by the Quality Review feedback we received, we plan to develop strategies to leverage the power of assessments to drive student performance. To this end, we will continue refining our focus on argumentative writing and using textual evidence to support arguments. However, we will focus on improving structures to monitor student progress and adjust our actions according to a careful analysis of the data. We will also focus on developing school-wide strategies to check for student understanding and to provide students with opportunities to self-assess their work against clear assessment criteria. Finally, to address the Quality Reviews findings on the need for our school to develop inquiry teams, we will implement an inquiry approach within our teacher team structures to look at teacher practice and student work.

25Q540 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	10,11,12	Total Enrollment	432	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	67.5%	% Attendance Rate			64.4%
% Free Lunch	67.4%	% Reduced Lunch			7.5%
% Limited English Proficient	7.7%	% Students with Disabilities			14.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			40.1%
% Hispanic or Latino	42.5%	% Asian or Native Hawaiian/Pacific Islander			11.3%
% White	5.5%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.74	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)			14.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			6.97
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	58.4%	Mathematics Performance at levels 3 & 4			56.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

This year English, ESL, Social Studies, Art and Science teachers implemented one unit of study that culminated in a Common Core-aligned argumentative writing task that incorporated the instructional shift of arguments grounded in effective use of textual evidence. We set a goal of 50% proficiency for each student who completed at least one task. At the end of the year, we achieved a 64% proficiency level for all students who completed the task at least once as measured by our school-wide argumentative rubric.

Our teacher teams developed an argumentative rubric last year and collaborated on a number of instructional strategies devised to support instruction in argumentative writing. To build on that success, teachers will refine the rubric and implement more instructional units focused on argumentative writing. Teacher teams will focus more on choosing a small number of strategies to implement, on monitoring student progress more closely through formative and summative assessments to evaluate the impact of those strategies in enhancing student achievement and on adjusting their efforts accordingly.

Our school has several strengths that are aligned within the framework for great schools. We increased our level of academic rigor by embedding common core standards with our curriculum and by ensuring that argumentative writing was implemented across all subjects. This shift has helped in preparing our students for the academic rigor of colleges. A secondary result of this shift is evident in a higher level of classroom discussion across grades and disciplines. All school leaders have routinely communicated higher expectations that are clear to all staff from the Danielson framework for teaching therefore a common language and set of beliefs are being established.

As we move forward we recognize the areas where growth is needed. While some of our teachers are engaged in professional collaboration (common planning) implementation school wide remains a challenge so measuring total student progress remains in the developing stages. The entire staff is working hard to implement change through a collaborative approach.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

English, ESL, Social Studies, Art and Science teachers will each implement one unit of study each trimester that will culminate in a Common Core-aligned argumentative writing task that incorporates the instructional shift of arguments grounded in effective use of textual evidence so that at least 65% of all students who complete the task will meet or exceed the standard as measured by the Queens Academy argumentative rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The teacher argumentative rubric team will survey teachers on ways to improve the school-wide rubric, will assure that it is aligned to the Regents argumentative rubric and will conduct norming with all teachers during professional development.</p>	<p>- English, History, Science and Art teachers</p>	<p>9/8/2015 – 9/30/2015</p>	<p>Teacher argumentative rubric team & administration</p>
<p>English, ESL, Social Studies, Art and Science teachers will each implement one unit of study each trimester and input the student assessment data into a Google sheet that will be shared with them.</p>	<p>- English, History, Science and Art teachers</p>	<p>Start and end dates for each Trimester</p>	<p>English, ESL, Social Studies, Art and Science teachers; Juan Velez; Administration</p>
<p>The professional development team will introduce at least four strategies from which teachers will choose at least one to incorporate into their argumentative unit and whose impact they will monitor on formative and summative assessments as part of an inquiry project for a select group of students.</p>	<p>- English, History, Science and Art teachers</p>	<p>By 10/16/2015</p>	<p>Professional Development Team</p>
<p>After each trimester data is gathered and analyzed by each teacher team, teams will present their findings to each other during a professional development session dedicated to this activity.</p>	<p>- English, History, Science and Art teachers</p>	<p>No later than two weeks after each trimester</p>	<p>Professional Development Team</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> * Scheduling collaborative teacher time on Tuesdays after school. * Argumentative Rubric Team. * Google sheet setup and data analysis. * Common Core exam analysis. * Professional development on protocols and norms. * Creation of formative assessments.

* Academic Research Rounds PD through the BFSC (8 coverage days)

*Secretary PD sponsored by the BFSC.

*Math Teachers PD sponsored by the BFSC.(4 coverage days)

*Special Education Compliance sponsored by the BFSC.

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- 10/15 – report on the teacher teams and a review of the school-wide argumentative rubric to the SLT
- 11/16 – report on the strategies selected by each team
- After trimester 1 – review of pass rates for all students completing at least one argumentative essay
- After January Regents – report on inter-rater reliability
- After trimester 2 – review of pass rates for all students completing at least one argumentative essay
- After June Regents – report on inter-rater reliability
- After trimester 3 – review of pass rates for all students completing at least one argumentative essay

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Our school provides a safe, orderly and nurturing environment and students frequently point out that the staff is helpful, accommodating and caring. As a school we are committed to re-establishing trust by first opening the lines of communication between the administration team and the staff to foster a total team approach. We routinely revisit our schools mission to develop collaborative goals for collaborative teaching and a supportive environment. Our last Quality Review indicated that more work needed to be done to communicate high learning expectations not just to students but to all stakeholders. as a result outreach has increased to parent for greater parent involvement. Teachers are routinely provided with leadership opportunities and voice related to school wide committees to improve our tone and culture.

- The latest Progress Report indicates that though we received a 3.33 out of a possible 3.33 for our College and Career Preparatory Course Index, mainly as a result of our College Now and Operations Research courses, our cohort of students earned a 1.86 out of a possible 3.33 for post secondary enrollment rates, a 1.42 decrease from the 2012 Progress Report. In addition, the latest Where Are They Now report indicates that although students in our 6-year cohort of 2011 enrolled in college at slightly higher rates than did other New York City schools, their level of persistence was the same as those schools by the third semester. To address these findings, and the 2013-2014 School Survey, which indicated that 38% of students disagree that the school supports students who aspire to go on to a 2- or 4- year college, career or technical training, or to enter the workforce and that 38% of teachers disagree that the school provides students with the best courses and supports their post secondary goals, we restructured the guidance department to create a position for a full-time college adviser. In our latest Quality Review, it was noted that these changes were beginning to make a difference. Students expressed that they have a college counselor who assists them with college applications and how to start a career. To support the work of the counselor, we purchased Naviance, a comprehensive college and careers platform. Parents and students praised our College Now program for providing dual-enrollment opportunities for our students. In addition, we have partnered with Children’s Village to provide students with assistance on the college application process and schedule multiple college trips throughout the year. Finally, we were able to secure the services of Creative Connections to provide a curriculum through our Transitions course to assist seniors with all aspects of college readiness and to work individually with students on their college applications and financial aid forms. Thus, our latest Quality Reviewer noted that school leaders communicate high expectations to staff and the school communicates high expectations to students, especially those expectations connected to college and career readiness.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, at least 65% of potential graduates still active in our school will have completed all their graduation requirements. Potential graduates are defined as following: students who enroll during Trimester 1 and have at least 27 credits and have passed at least 2 Regents exams; students who enroll during Trimester 2 and have at least 33 credits and have passed at least 3 Regents exams; students who enroll during Trimester

3 and have at least 39 credits and have passed at least 3 Regents exams. Only students still active by June will be counted.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>- The guidance counselors will create a senior contract with each potential graduate during the trimester in which they are first enrolled in our school and will revise/update the contract with each potential graduate during each subsequent trimester. Contracts will be shared with parents.</p>	<p>Potential Graduates</p>	<p>Upon entrance as part of the orientation process; no later than end of September for all returning students</p>	<p>Guidance counselors</p>
<p>- Teachers will update their grades in Skedula every three weeks, which will be distributed to students in their third period classes. A copy of the progress report will be mailed to parents. Guidance counselors will review the data and create an individualized improvement plan with each student who is in jeopardy of not passing at least five courses. Guidance counselors will share the list of potential graduates with teachers at least once each trimester and will conduct case conferencing at least four weeks before the end of each trimester to collaboratively create an intervention plan for each student who is in jeopardy of not graduating.</p>	<p>Students and Parents</p>	<p>Update Skedula, distribute progress reports and mail them home every three weeks starting from day 1; Share potential graduates list within the first three weeks of each trimester; conduct case conferencing at least four weeks before the end of each trimester.</p>	<p>Teachers, guidance counselors and administrators</p>
<p>- Guidance counselors will monitor APEX completion and attendance rates for each potential graduate student at least once a week and intervene immediately when a student has not made sufficient progress to assure the</p>	<p>Potential Graduates</p>	<p>Weekly starting from day 1</p>	<p>Guidance counselors</p>

completion of a course before the end of the trimester.			
- Guidance counselors will provide Skedula/PupilPath training for all students during each trimester and will assure that all students receive their Skedula/PupilPath letters. Counselors will maintain a log of all students who have been trained and who have received their log-in information.	Students	Ongoing beginning in September	Guidance counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Senior contracts • Skedula • Scheduling teacher collaboration time and case conferencing • APEX =\$ 10,000 • Support staff PD sponsored by the BFSC • Content specific PD for Teachers sponsored by the BFSC * Development and implementation of a cohesive attendance team \$2000.00 per session * Per session allocations for guidance counselors for enrollment and academic advisement \$4,500.00 per session * Set aside funds for Teacher PD and leadership PD for administrators \$2000.00 per diem * NYSTL funds for text books \$10,000 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • 10/15 – The SLT will review the parent coordinator letter sent to parents • 11/15 – Report will be presented on number of seniors and how many have senior contracts and how many students have been trained in Skedula. • At the end of each making period student on track rates and credits earned will be reported. • By December and again by June the College Advisor will report on the assignments given and completed as part of Naviance. • At the SLT meeting following each senior meeting a report will be presented summarizing the information presented to students at the senior meetings. • The aggregate results for each Regents will be shared with the SLT after the January Regents. 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- The majority of teachers are engaged in professional collaborations, as pointed out in our last Quality Review. Teachers who have selected Common Planning/Professional Learning Communities as their professional assignment, for instance, have daily opportunities to collaborate formally with their peers around curriculum, student work and data-driven assessments. We have created more opportunities for increased collaboration, by scheduling all teachers to meet in Collaborative Teams that focus on the implementation of our school-wide instructional focus of argumentation. In addition, we have secured the services of a number of consultants, including the Transfer School Common Core Institute and the Office of Teacher Effectiveness to support various teacher teams. However, teams have not formalized a structure to focus on groups of students in an inquiry approach whereby student progress in the classroom for a select group of students is measured and monitored frequently against benchmarks. There is a need to create teacher teams by department whose focus is clarifying learning targets, creating assessments to assess those targets, analyzing student work in relation to agreed-upon standards and determining intervention strategies for students who do not meet those standards.

- An analysis of the June Regents results indicates that students are struggling primarily with the Global and US Regents. Our instructional focus of argumentative writing produced rigorous writing which will support our students with mastery of the thematic and data based question essay questions for both the US history and global history regents exams. Another strategy we have adopted is to examine how we program students each semester. Guidance counselors are meeting with teachers and administrators to developing student schedules that are organized for maximum learning and not just credit accumulation. We believe this will enhance the learning potential while decreasing student frustration by giving them more opportunities to be successful. By continuously examining all of our practices we hope to develop a more supportive environment which will improve our schools attendance.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers from the Social Studies, English, Math and Science departments will work collaboratively to increase Regents results by at least 5% compared to last year in both the January and June administrations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>- Teacher teams will be created in Social Studies, English, Math and Science. The teams will identify concepts and skills students will need to pass their Regents, identify with the counselors all students who will be taking the exams in January and June and develop units/lessons/tasks/formative and summative assessments to teach and assess these skills and concepts. Teams will review student work and monitor student progress during the contractual collaborative teacher time. They will make all necessary outreach to parents whose children are not attending classes regularly during the contractual parent engagement time. Teams will create intervention plans for low-performing students, evaluate the efficacy of those plans and adjust them accordingly.</p>	<p>Social Studies, English, Math and Science teachers</p>	<p>By September 21</p>	<p>Teachers; counselors; administrators</p>
<p>- Each department will organize and grade one mock Regents exam for each exam being given in January and then again for June. Departments will grade these exams together. Teachers will use the data to inform their instruction and grouping of students and to provide students with actionable feedback.</p>	<p>Social Studies, English, Math and Science teachers; students</p>	<p>By January and by June</p>	<p>Teachers</p>
<p>- Each department will choose at least two strategies to incorporate into their instructional units whose impact they will monitor on formative and summative assessments as part of an inquiry project for a select group of students, such as the lowest third.</p>	<p>Social Studies, English, Math and Science teachers; students</p>	<p>By January and by June</p>	<p>Teachers</p>
<p>-</p>			

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Teacher teams scheduled for collaborative teacher time • Parent engagement time scheduled • Mock Regents schedule • Instructional strategies chosen • Selection of students for Inquiry

Per session for mock regents facilitation and analysis on Saturdays/ after school will be provided, all other activities are embedded in the regular school day

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

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Teacher teams will provide the SLT with a monthly report on the percentage of students who are passing the benchmark assessments.
- Before January and before June, teachers will report to the SLT the pass rates for the mock Regents conducted.
- Before the January Regents and before the June Regents, teachers will report their inquiry project findings to the SLT.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- School leaders at the school lead by example by leading professional development workshops, providing logistical support and promoting teacher growth by making learning opportunities available to all teachers. However, there is a need for creating systems to promote and encourage greater teacher ownership, leadership and initiative. According to our latest School Survey, the vast majority of teachers agrees or strongly agrees that supervisors give “regular and helpful feedback.” However, to create a professional learning environment teacher ownership over professional development is needed. During the 2014-2015 school year many of the weekly professional development sessions were led by teachers. However, since learning is socially constructed, a more collaborative professional learning community is desired and a vision of what that may be is contained in the recently published A Handbook for Professional Learning . In order to serve our students better the teachers have formed a cohesive teacher team that meets everyday at 6th period. This time is used for collaborative planning, reviewing student work and teacher practice, kid talk and teacher lead professional development.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By October 2015, the Professional Development team will have created and begun to implement a year-long professional development plan for 100% of our teachers using the step-by-step guidance provided by the Handbook for Professional Learning .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>- A professional development team will be chosen as per Section B of the Workbook section of the 2014 UFT contract. The purpose of the team will be to design, implement and evaluate a year-long professional development plan using the step-by-step guidance provided by the <u>Handbook for Professional Learning</u></p>	<p>Teachers</p>	<p>Teams will be created by 10/1</p>	<p>PD team; administration</p>
<p>- The PD team will conduct a needs assessment, review student achievement data and survey the staff to determine the learning teams that will be created.</p>	<p>Teachers</p>	<p>9/8/15 – 9/30/15</p>	<p>PD team; administration</p>
<p>- The PD team will assess the PD plan formatively and modify the learning plan for each team as needed.</p>	<p>Teachers</p>	<p>Ongoing after 10/1</p>	<p>PD team; administration</p>
<p>- The PD team will conduct a summative evaluation of the efficacy of each learning plan to determine the impact of each learning plan, refining those that work and discontinuing those that do not.</p>	<p>Teachers</p>	<p>At the end of each learning plan</p>	<p>PD team; administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Contractual PD time scheduled • PD Team • School wide retreat to develop a comprehensive schedule, analyze systems and structures, review teacher practice, establish relationships through team building and determine new instructional goals. 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<ul style="list-style-type: none"> • 10/15 – Report on teacher teams and their learning plans. • 3/16 – Report on teacher team sharing. • 6/16 – Report on teacher team sharing.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

- Parent engagement at our school has traditionally been nominal because many of our students travel from far to come to us, because transportation to our Jamaica site is a challenge and because consistency of location is an issue since we alternate meetings to accommodate parents from both sites.

- Because our parents find it difficult to come to us, we need to do a better job of reaching out to them. We can do that through phone calls, various mailings and publications, through a website that offers them information about our school that they can access at any time and through the use of technology that will allow us to engage parents without them having to travel.

- We also traditionally have gotten much better turnouts when students are celebrated through awards, performances and other celebratory functions.

- We have been able to hire a new parent coordinator and a family worker. Consequently, our 4th Annual Awards Celebration in June of 2015 had the largest showing ever. These critical staff will collaborate with our CBO, Children’s Village, to devise strong family and community ties for the 2015-2016 school year. As a result of the above we will facilitate activities/ workshops for parents on Saturdays in order to accommodate their schedules. We have decided to have our SLT meetings on Saturdays to increase parent participation as well.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will design and implement at least two strategies to improve the connection between our parents and our school. We have decided to hold more activities/ workshops for parents on Saturdays in order to accommodate parent schedules. We have updated our parent contact list so that we can send them copies of our newsletter weekly. Parents have been invited to our staff retreat.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>- We will use our school website to add relevant resources for parents, such as our parent newsletters.</p>	<p>Parents</p>	<p>9/15 – 6/16</p>	<p>- Parent Coordinator and Computer Technician</p>
<p>- We will make academic, attendance and anecdotal data available to parents and students through PupilPath and provide parents and students with training to access the data.</p>	<p>Parents and Students</p>	<p>9/15 – 6/16</p>	<p>Guidance Counselors, Parent Coordinator and Computer Technician</p>
<p>- We will design a parent outreach system with our CBO, Children’s Village.</p>	<p>Parents</p>	<p>9/15 – 6/16</p>	<p>Guidance Counselors, Parent Coordinator and CBO</p>
<p>- The Parent Coordinator and Parent Association President will create a calendar of monthly parent workshops informed by a survey created by parents. We will provide parent workshops on various topics throughout the 2014-15 school year.</p>	<p>Parents</p>	<p>By 10/15</p>	<p>Parent Coordinator and PA President</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • CBO • Website • Parent newsletter • Skedula/PupilPath • Progress reports • Celebrations and Ceremonies 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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- Every three weeks beginning on 9/8 – progress reports are shared with parents and students
- 11/15 – Number of parents attending parent workshops and description of those workshops will be presented to the SLT monthly. Statistics on parents and students registered on PupilPath/Skedula will be presented to the SLT. Recommendations for improvement will be noted.
- 11/15 – The SLT will determine our progress towards accomplishing the scheduled activities and will discuss any needed modifications to our action plan. At each successive meeting after that the report will be updated.
- 1/16 – Presentation at SLT by the PA President and administration on parent workshops completed. At least three parent workshops will have been offered. At least one parent workshop on Skedula/PupilPath. CBO outreach to parents will have been established and data presented to the SLT.
- 6/16 - Final SLT report on strong family and community ties will be presented to the SLT.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	ELA Regents score does not meet the standard.	- Regents Preparation Regents Tutoring	- Small group tutoring	Regents Prep classes and Regents Prep after school, before school or during Saturday
Mathematics	Math Regents score does not meet the standard	- Regents Preparation Regents Tutoring	- Small group Tutoring	Regents prep classes and Regents Prep after school, before school or during Saturday
Science	Science Regents score does not meet the standard	- Regents Preparation Regents Tutoring	- Small group Tutoring	Regents Prep classes and Regents Prep after school, before school or during Saturday
Social Studies	Social Studies Regents score does not meet the standard	- Regents Preparation Regents Tutoring	- Small group Tutoring	Regents Prep classes and Regents Prep after school, before school or during Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP mandated	One-to-One and small group counseling. Student who require intensive counseling are referred to outside mental health services.	Small group or one-to-one	Regents Prep classes and Regents Prep after school, before school or during Saturday

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Our strategies for obtaining highly qualified teachers start at the identification process. Potential candidates are recognized through an initial interview and analysis of work products, ranging from lesson plans to unit plans. Qualified teachers are then brought in to perform a demonstration lesson. Feedback is provided and candidates are asked to redesign a lesson incorporating the feedback.</p> <p>In order to ensure staff members are highly qualified, they receive a variety of supports, ranging from professional development, individually coaching and targeted feedback, outside professional development, memorandums, and team work to foster professional decision making.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our professional development will be coordinated by our professional development committee , comprised of teachers and administrators. Through common planning time, content teacher teams would engage in the inquiry process to determine instructional strategies to support all students around the instructional focus aligned to the Common Core State Standards. Teachers would examine student work products for evidence of mastery of concepts and skills, gaps in learning, and strategies and actions plans to address them.</p> <p style="text-align: center;">In addition to teacher teams, staff members will receive monthly professional development in faculty and department meetings. They will also attend outside workshops, conferences, institutes, and other study groups. All professional development will target supporting our students in college and career readiness.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers have the autonomy to construct assessment measures. Assessments must be reliable, valid, and test a variety of concepts, skills, and thinking levels. Teachers will receive professional development based on need. This can range from designing performance tasks, examining student work protocols to determine next instructional steps, and peer feedback, to name a few.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	156,011.00	X	
Title II, Part A	Federal	0	NA	
Title III, Part A	Federal	0	NA	
Title III, Immigrant	Federal	0	NA	
Tax Levy (FSF)	Local	2,628,315.00	X	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current 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 the school. **[School name]**, 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 the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding 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, School Quality 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

[School name], 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 on assessments.

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Queens Academy High School</u>	DBN: <u>25Q540</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>15</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____

- Our school's instructional focus for the year is centered on both developing students' skills in argumentation and also socio-emotional support for students. Based on this, our LAP team has decided it would be appropriate to develop our Title III Plan in a coherent way that aligns to the school's annual goals and also provides our ELLs the additional support they require in relation to the school's objectives.

- The NYS certified ESL teacher (who is also NYS certified in English 7-12 and Spanish 7-12) and the bilingual (Spanish-English) NYS certified guidance counselor both have experience working with ELLs together through the College Bound program and 5 years of sharing responsibilities on the LAP team at Queens Academy High School. These two staff members will work together to provide direct instruction and parental involvement with the funding from the Title III grant.

- The NYS certified ESL teacher and NYS certified guidance counselor will facilitate a Saturday Academy for students from mid-November to mid-May that will provide direct instruction and counseling services to all subgroups of ELLs, including LTELLs, SIFE, newcomers, SWD-ELLs, and former ELLs. Students will meet with both NYS certified faculty each week from 9AM to 1PM and will be in the school building under the supervision of a school administrator. Participating students will be required by the NYS certified ESL teacher and NYS certified guidance counselor to sign a contract stating that they will commit to the program. Also, notices will be sent to parents in their native languages by the NYS certified ESL teacher to inform them of this program. The NYS certified ESL teacher and NYS certified guidance counselor will both make phone calls each week to remind parents of the importance of weekly student attendance.

- The NYS certified ESL teacher will perform direct instruction to all subgroups of ELLs. The primary focus for his direct instruction will be to build students' argumentation skills through the modalities of reading, writing, listening, and speaking. This instruction will support and build upon the learning that is currently happening in all content area classrooms. Argumentation skills will be developed by performing a series of immigrant- and minority-related scholarships accepted by CUNY, engaging in argumentative tasks that involve opposing viewpoints (including current events and leveled reading featured on the Newsela website), and focusing on Regents-based tasks that demand argumentative skills.

- The data shows that most of our ELLs are making strides with the NYSESLAT, as is evidenced by the fact that our school met both AMAO 1 and AMAO 2 targets last year. However, our ELLs of all subgroups still struggle with reaching proficiency on Regents exams, most especially English, Global History, and U.S. History. The NYS certified ESL teacher has experience helping students with the reading and writing in all three of these Regents, and he will help ELLs during the Saturday Academy with the preparation they need for the exams required of them to graduate. The NYS certified ESL teacher will make use of native language supports, including translated Regents exams, bilingual glossaries, native language texts and native language literature. These supports will be used as support for students building English language skills, as well as bilingual literacy.

- The NYS certified guidance counselor will provide guidance and intervention support to assist ELL

Part B: Direct Instruction Supplemental Program Information

students with the social and emotional issues they face and which oftentimes are barriers to academic learning. Due to the fact that one of our school's two NYS certified guidance counselors recently left on maternity leave, we only have one guidance counselor during the school day, and it is oftentimes difficult for her to offer meaningful and sustained guidance to students. The time on Saturdays offers her the opportunity to meet with ELL students individually and in small groups to discuss the issues they face, paths to success, and life opportunities. She is experienced working in this very same capacity through her work with the College Bound program, and she intends to use the same skills and lessons from teaching those classes to support the ELLs with their socio-emotional needs.

- The NYS certified guidance counselor will be providing direct instruction through informational sessions, workshops, and assisting students in building home-school-community alliances. Information sessions will be focused on the importance of attendance, reviewing transcripts, understanding high school requirements, the college application process, career exploration, reviewing scoring for standardized tests, building interview skills, and career planning after college. Workshops will be centered on acquiring skills of resiliency, coping, and decision-making as they relate to life skills, time management, anger management, and drug/alcohol abuse. Home-school-community alliances will be developed through opportunities for volunteering and a resume-building workshop.

Part C: Professional Development

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

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

Begin description here: _

- The NYS certified ESL teacher will be involved in professional development that directly relates to the goals outlined in the Direct Instruction component of this plan. Firstly, our staff will be meeting every Friday morning for professional developments all of which will specifically pertain to both argumentation and socio-emotional support for students. Secondly, the NYS certified ESL teacher is a member of two school teams designed to build students' skills with argumentation: The Transfer School Common Core Institute, as well as The Leadership Academy. Strategies, best practices, student work, assessment, and feedback will be ongoing conversations amongst staff members in these committees and the faculty to enhance the craft of teaching argumentation and providing socio-emotional support for our ELLs.

- The NYS certified ESL teacher will also pursue outside professional development by attending the two-day institute entitled "Translating Research to ESL Practice: Supporting ELLs in Secondary Schools Beyond Foundational Literacy," which will focus especially on advancements in three key domains of literacy development and instruction: 1) conversational and academic language 2) sources of reading difficulties for secondary ELLs 3) leveraging native language skills to simultaneously promote bilingualism and their growth in English. The NYS certified ESL teacher will also attend and turnkey to staff the Broome Street Academy professional development entitled, "Improving Quality of Peer to Peer Interactions at BSA: Understanding How our Students Treat Each Other," which will focus on socio-emotional aspect of learning and the promotion of positive student interactions.

Part D: Parental Engagement Activities

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

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

Begin description here: _

-
Parents will be involved with the Title III program in that they will be invited, along with their children, to participate with the two bilingual enrichment teachers in two enrichment field trips, two immigrant college expos, as well as technology and financial literacy training sessions. The two multicultural trips we are planning are to Ellis Island/The Statue of Liberty and El Museo del Barrio, one that will occur in the fall and one in the spring in order to provide parents and students with enriching experiences relating to immigrant history and culture in New York City. Additionally, there will be two Latino college expos and fairs that parents will be invited to, along with their children, one at Fordham University and one at NYU. Also, we will have a technology training session at the school that will inform parents how to access and utilize student data using Skedula and how to communicate with teachers and school staff in efficient and easy ways. We will also host a financial literacy session for parents and plan to bring a special guest in to speak with parents of this important issue. Lastly, we will host one parent celebration event at the school in April in which ELL students will showcase their work from their involvement in the enrichment program, including the scholarship writing and applications they will have developed.

-
Parents will be notified of all events outlined above in advance through letters sent home in native languages and phone calls by the NYS certified ESL teacher. Parents will sign in to all events for which they participate, and records will be kept in the LAP binder. Parents of all ELLs, including former ELLs will be invited to all events.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q540

School Name: Queens Academy High School

Superintendent: LaShawn Robinso

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The assistant principal periodically (at the start of each trimester) emails all teachers, support staff, and the parent coordinator a pdf document consisting of all registered students with their contact information and a column containing their parents' preferred spoken language and another column for their parents' preferred written language. The RAPL report in ATS is used to create this pdf document. This readily available data allows for our staff to know our parents' preferred languages.

The certified ENL teacher and certified guidance counselor also refer to the Home Language Identification Surveys of our ELL students to ensure that both oral and written communication with parents is in the parents' preferred language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Written Communication: English, Spanish, Russian, Korean, Pashto, Urdu, Georgian, Haitian Creole, Bengali, Chinese, French, Philipino (Tagalog), Turkish

Spoken: English, Spanish, Russian, Korean, Pashto, Urdu, Georgian, Haitian Creole, Bengali, Chinese, Mandarin, French, Philipino (Tagalog), Turkish, Hindi

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school translates all major written communication into parents' preferred languages. This includes all forms that are utilized by the certified guidance counselor during the orientation process, including the Home Language Identification Survey and the Program Selection forms. Progress reports and report cards are translated by our parent coordinator (through outside contracting) before they are mailed home to families. The certified ENL teacher sends ENL continuation, entitlement, and non-entitlement letters to parents in the home languages (using translation forms on the DOE website). The parent coordinator also has school letters, including the monthly newsletter, translated into home languages. Letters informing parents of parent weekend workshops and major school events are also translated into parents' preferred languages. The ENL teacher participates in translating letters into Spanish. For letters and written communication in other languages for which forms are not available on the DOE website, translation services are requested from the Translation and Interpretation Unit by the parent coordinator.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Oral interpretation services for parents are provided in a multitude of ways. First, we have staff on board who are fluent in Spanish, French, Greek, Haitian Creole, Hindi, and Punjabi. These staff members are available for phone and in-person parent conferencing. Guidance counselors, teachers, and other staff are encouraged to use the DOE Translation Unit for oral translations for languages other than those outlined above. Our staff uses this hotline during orientations, parent-teacher conferences, and counselor-parent conferences. Phone call outreach is made via both machine-automated and personal messages in Spanish to reach Hispanic parents. Also, our Spanish speaking guidance counselor is present for parent weekend workshops. During orientation, the Parent Orientation Video is presented to parents in their home language so parents can determine which language program they prefer.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Form documents available for translation in covered languages through the DOE web site are used for form letters, including ENL parent notification documents. Letters sent home by the school to notify parents of news and events are translated by staff when possible, using the school's funds for Translation and Interpretation. When staff are unavailable or unable to translate forms, they are sent by the parent coordinator to the DOE's Translation and Interpretation Unit for translation 3-4 weeks before letters are to be sent to families. Monthly newsletters and report cards are sent for translation through an outside vendor by the parent coordinator.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school utilizes bilingual staff for interpretation services when possible. In cases in which bilingual staff are not available, then over-the-phone interpreters via the Translation and Interpretation Unit are utilized.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Translation and Interpretation Brochure is disseminated to staff each September by the principals who obtain the Translation and Interpretation kit from the DOE with such brochures. Also, the Language Access Coordinator sends emails to staff twice a year with resources and directions for obtaining translation and interpretation service. The Prezi presentation is included in these emails to clearly outline and inform staff of the necessity of and resources available for both translation and interpretation. Also, all teachers and staff receive a copy of the "I speak..." card which includes the phone number for over-the-phone interpretation. We will also work to schedule a professional development session exclusively on translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school provides parents whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities, including their rights regarding translation and interpretation services. This is given to parents during orientation by the certified guidance counselor. Also, parents receive a letter in their home language that tells them that any document they receive can be translated for them if they cannot have it translated themselves. If more than 10% of the students at our school speak a primary language that is neither English nor a covered language, then we shall obtain from the Translation and Interpretation Unit a translation into such language required forms and appropriate signage.

We post signage in each of the covered languages indicating the availability of interpretation services to parents in the covered languages through the Language ID Guide at the security desk and main office. Our safety plan contains procedures for ensuring parents in need of language access are not prevented from reaching the school's administrative offices solely due to language barriers.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Data from Parent Surveys from the School Report Card will be used by the principals and Language Access Coordinator to assess parents' opinions on the quality and availability of translation and interpretation services at our school. Furthermore, we will work to make this an agenda item for PA meetings over the course of the year.