

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**25Q792**

**School Name:**

**NORTH QUEENS COMMUNITY HIGH SCHOOL**

**Principal:**

**WINSTON MCCARTHY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: North Queens Community High School School Number (DBN): 25Q792  
Transfer School (9 - 12)

Grades Served: \_\_\_\_\_

School Address: 141-25 77<sup>th</sup> Road, Flushing, NY 11367

Phone Number: 718-380-1650 Fax: 718-380-2189

School Contact Person: Winston McCarthy Email Address: wmccart@schools.nyc.gov

Principal: Winston G. McCarthy

UFT Chapter Leader: Christopher Lavas

Parents' Association President: Marylu Guecia

SLT Chairperson: Janene Pearson

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Marylu Guecia

Student Representative(s): Christopher Cadena  
Tyasia Daniels

**District Information**

District: 25 Superintendent: Juan Mendez  
30-48 Linden Place, Flushing , NY 11354

Superintendent's Office Address: \_\_\_\_\_  
Jmendez2@schools.nyc.gov

Superintendent's Email Address: \_\_\_\_\_

Phone Number: 718-281-7577 Fax: 718-281-7519

**Borough Field Support Center (BFSC)**

BFSC: Affinity Group Field Support Director: Sandy Brawer

Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201

Director's Email Address: sbrawer@schools.nyc.gov

Phone Number: 212-374-0507 Fax: 718-935-5941

## 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)
Winston G. McCarthy	*Principal or Designee	
Christopher Lavas	*UFT Chapter Leader or Designee	
Marylu Guecia	*PA/PTA President or Designated Co-President	
Francesca Caratozzolo	DC 37 Representative (staff), if applicable	
Shatima Jackson-Walls	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Christopher Cadena	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tyasia Daniels	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lainey Collins	CBO Representative	
Danielle Kelman	Parent Member	
Lizabeth Greaney	Parent Member	
	Parent Member	
	Parent Member	
Janene Pearson	Asst. Principal	
	Parent Member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Francellia McGee	Teacher	
Jacqueline Colson	Parent Member	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

### **School Context**

North Queens Community High School is a Good Shepherd Services Model Transfer School. As such it is co-led by a NYC DOE principal and a CBO (SCO Family of Services) program director. Our school works exclusively with overage, under-credited students who are 16 – 21 years old and an average of 1 ½ to 2 ½ years behind in high school. Our students come to our school with varying socio-emotional needs, as well as different numeracy and literacy skill gaps. Therefore, we have Advocate Counselors who provide personalized and intensive support to help our students acquire the skills, knowledge, attitudes, and behavioral changes needed to complete their education, develop postsecondary plans, and create better futures. Because our students and families have had numerous negative school experiences prior to coming to our school, the overarching goal is to support our students in overcoming barriers to graduation.

### **Our Mission Statement**

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

**Partnership:** The strong partnership between DOE and SCO Family of Services provides the basis for the comprehensive support that students receive at North Queens Community High School. Moving students towards graduation is a collaborative effort between all staff – both DOE and SCO. Meetings between SCO and DOE staff occur on a regular basis and there is a strong sense of collaboration between both groups in order to provide a seamless educational experience for all of our students. Advocate counselors support the work of teachers in classrooms by providing individual and group counseling to students

**Primary Person Model:** Advocate Counselors hold direct and frequent conversations with students on their academic work, touching on subjects where they are not making progress, classes where assignments are missing and reminding students of upcoming deadlines. They are proactive in scheduling meetings with students and parents on a regular basis. They also meet with teachers and school administration to discuss the academic work of students on their caseloads. Postsecondary planning begins at each student's entry. Advocate Counselors work with students to form a plan that lays out the path towards graduation, including targeted classes, Regents exams, and a potential graduation date, as well as postsecondary opportunities and choices. This plan is continuously referred to, updated and changed as students make progress.

**Outcomes – Mastery Grading:** In an effort to graduate students more college-ready, outcomes-mastery grading was implemented across all subjects four years ago at North Queens. Currently, all outcomes are aligned to Common Core standards, and teachers have been working to align assessments to meet those standards. At North Queens, our outcomes-based grading scale is set up to give students feedback on the quality of the work that they produce instead of the quantity. Students need to demonstrate, at a minimum, that they can use their own words and apply material learned in class to other situations in order to achieve an outcome. Students must also demonstrate the use of higher order critical thinking skills in addition to understanding course content. Professional development opportunities for

teachers revolve around helping struggling students to obtain college and career readiness skills. Teachers are also required to teach two Common Core units based on writing arguments supported by textual evidence.

How the Framework for Great Schools shapes our vision

**Rigorous Instruction**

Our school has made significant progress this past year in aligning and calibrating our outcomes/mastery grading systems across all content areas. We have improved the clarity, measurability, and transparency of all outcomes/proficiency targets. In addition, we collaboratively developed a learning target model for each performance level, using one of our school-wide outcomes. This model helped to tighten teacher practices on grading assignments and providing helpful feedback to students. It also improved teacher understanding of how to provide students with a clear learning path from the lower levels of Bloom’s taxonomy to the higher critical thinking levels. As a result, the system has become not only a means to measure student performance and progress, but also informs our approach to teaching and learning.

Unit and lesson plans across all content areas are now aligned to the Common Core Learning Standards (CCLS) and vetted against the tri-state rubric and Bloom’s taxonomy. This resulted from our collaborative work over the past 3 – 4 years and has led to a significant increase in expectations for performance, particularly in reading and writing. All content areas (including math) support our school-wide expectation that all students improve their skills in argumentative writing supported by textual evidence (from close reading). This past year has shown a modest increase in students’ ability to both identify and independently develop claims supported by textual evidence. There is, however, a significant gap in their ability to develop counterclaims thoroughly and support them with textual evidence.

Findings from our last Quality Review: December 5, 2014

<b>Instructional Core:</b>		
<b>To what extent does the school...</b>	<b>Area of:</b>	<b>Rating:</b>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	<b>Additional Findings</b>	<b>Proficient</b>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all	<b>Additional Findings</b>	<b>Proficient</b>

students produce meaningful work products		
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	<b>Focus</b>	<b>Proficient</b>
<b>SCHOOL CULTURE:</b>		
<b>To what extent does the school...</b>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Celebration</b>	<b>Well Developed</b>
<b>SYSTEMS FOR IMPROVEMENT:</b>		
<b>To what extent does the school...</b>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Well Developed</b>

**For our area of focus: Indicator 2.2 : Assessment**

**Findings**

Teachers utilize various assessments, rubrics and a grading policy aligned to the school's curricula to track student progress and learning outcomes. The school continues to implement systems to produce accurate data and effectively track progress for all students to inform instructional adjustments.

**Impact**

The school's assessment practices allow teachers to generate feedback about students' progress towards goals which promote adjustments to curricula and instruction to meet the learning needs of students. However, the adjustments have not yet resulted in all students, including English language learners and students with disabilities demonstrating increased mastery of targeted skills in all content areas and grades.

## **IMPLICATIONS FOR OUR WORK:**

Focusing on Common Core writing, the school will improve feedback to students from writing assessments across all content areas, including English language learners and students with disabilities, resulting in increased mastery of targeted skills across all content areas and grades.

### **Supportive Environment**

**Personal and Academic Behaviors:** At North Queens, a major focus of our work for the past 2 years was the integration of personal and academic behaviors into advisory, individual counseling sessions, and classrooms. This work was directly in line with the move to Common Core and an increased emphasis at North Queens in helping students be more college ready. We are one of two schools in New York City asked to participate for the past 2 1/2 years in a pilot with the Carnegie Institute of Teaching that focuses on improving student agency. In an effort to make changes at the school level in small, carefully thought-out ways, NQCHS uses improvement research as a way of testing interventions that can impact the productive persistence of students. This work is currently focused in math classes and involves teachers and advocate counselors working together with students to increase the value they place on what they are learning in math. Although the pilot work is small, we are encouraged by the collaboration that is occurring between teachers, advocate counselors, and students and the growth that some students have shown towards increasing their productive persistence. The past year we have also seen a significant increase in our January 2015 Regents result (year over year) by 22 percentage points.

### **Collaborative Teachers**

Our school has organized all teachers into two types of teams. Each teacher is a member of a MOSL inquiry interdisciplinary team that meets twice weekly to analyze student work, identify student learning goals, and brainstorm strategies for improvement. The work focuses on improving argumentative writing and citing textual evidence based on the current CCLS. The second team structure is a content driven department team (meets twice weekly) working on revising and implementing the Common Core curriculum, using the protocols of the Japanese Lesson study. Each team member has a role (presenter, recorder, researcher) as they collaboratively analyze student data and work products. This has resulted in the development of coherent rubrics and shared practices. In addition, the school has been selected as a PROSE school, and identified an internal teacher as a PROSE master teacher who provides coaching and inter-visitation opportunities. Every department has a lead teacher as well. This embedded distributive leadership structure impacts key decisions that affects student learning.

## 25Q792 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	209	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	4	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	2	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	4.0%	% Attendance Rate		65.0%	
% Free Lunch	53.2%	% Reduced Lunch		8.4%	
% Limited English Proficient	1.5%	% Students with Disabilities		15.8%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		35.0%	
% Hispanic or Latino	38.4%	% Asian or Native Hawaiian/Pacific Islander		12.8%	
% White	13.3%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	7.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.7%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.67	
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	62.5%	Mathematics Performance at levels 3 & 4		44.7%	
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					
<b>Accountability Status – Elementary and Middle Schools</b>					
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				
<b>Accountability Status – High Schools</b>					
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	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		N/A	
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	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	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.

The Common Core Learning Standards (CCLS) set the demand for promoting rigorous curricula and instruction, and the application of knowledge through higher order thinking skills. For our transfer school students who have experienced many obstacles in their previous high schools and lag behind their peers, achieving mastery of Common Core Learning Standards is an even greater challenge. It is particularly challenging as many of our overage, under-credited students have had significant disruption in the continuity of their education and come to us with wide variations in skill gaps, particularly in reading and writing.

Over the past 3-4 years, our school has invested significant amounts of time, professional development opportunities and supportive resources to adapt, develop, and modify curricula that meet NYS Standards (for the remaining Regents exams), Common Core Learning standards (CCLS) and the requirements for College and Career readiness. All core subject area teachers have aligned and refined a majority of their course curricula to meet the demands of the CCLS. In addition, the needs of our Transfer School overage and under-credited population have demanded appropriate scaffolds for learning that address reading and writing across curricular areas and building conceptual understanding in math.

Data from curricular unit assessments, Regents and Common Core exams, and periodic assessments (NYC ELA Performance Assessment) indicate that a significant portion of our students are not achieving expected outcomes, particularly in writing arguments supported by text based evidence. The data from our most recent administration of the NYC ELA Performance Assessment indicate that although we have made modest gains in students’ ability to craft claims supported by textual evidence, a significant gap remains in students’ ability to write counter-claims fairly and thoroughly supported by the most relevant textual evidence. Thus, even as we continue help students build their skills in writing claims supported by textual evidence, we will focus more explicitly on helping students improve their skills in writing counter-claims supported by textual evidence.

### 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.

By June 2016 a representative sample of student essays from the Spring administration of the NYC ELA Performance Assessment will show a 5 – 10 % increase in students scoring level 3 on the assessment rubric for counter-claims as result of improved feedback to students across all content area. (year over year).

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Cross-disciplinary MOSL teacher teams will meet twice per week to engage in cycles of analysis of student data from the NYC Performance assessment and student work products, determine skill gap patterns and trends, develop intervention strategies, implement strategies, assess skill growth and collect data, and revise and implement strategies in response to data.</p>	<p>Students</p>	<p>September 2015 – May 2016</p>	<p>Teachers, Principal, Asst. Principal, Instructional Coach</p>
<p>Administration and grading of NYC ELA Performance assessment</p>	<p>Students</p>	<p>September-October 2015;  March 2016, May-June 2016</p>	<p>Teachers, Principal, Asst. Principal, Instructional Coach</p>
<p>Analysis of student assessment data from NYC ELA Performance Assessment for trends and patterns</p>	<p>Students</p>	<p>September-October 2015;  March 2016, May-June 2016</p>	<p>Teachers, Principal, Asst. Principal, Instructional Coach</p>
<p>Selection of target group (students common to teachers on the team) for study</p>	<p>Students</p>	<p>Beginning of Trimester 1, Trimester 2 &amp; Trimester 3</p>	<p>Teachers, Principal, Asst. Principal, Instructional Coach</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>	
<p>HUMAN RESOURCES</p>	<p>Principal  Asst. Principal</p>

	Coaches
	Teacher teams
	Partner Organizations
INSTRUCTIONAL RESOURCES	Protocols
	Rubrics
	Laptop computers
	Google apps
	NYC performance task in ELA
	Student Work
	Student surveys
SCHEDULE CHANGES	Schedules for Common Planning Time
	After school PD sessions

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By March 2016 a representative sample of student essays from the Spring administration of the NYC ELA Performance Assessment will show a 1 – 5% % increase in students scoring level 3 on the assessment rubric for counter-claims (year over year).

**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 has a strong partnership between SCO Family of Services and the Department of Education, and consistently scores high in areas of support and safety on the Learning Environment Survey. On our most recent Quality Review, we received a well-developed on Indicator 3.4 (School Culture) and that indicator was also chosen as an area for celebration. Every student in our school is assigned an advocate counselor who works closely with them to overcome obstacles that have gotten in the way of their success in their previous school. SCO Family of Services staff and Department of Education teachers work together to address both the academic and social/emotional needs of students on an on-going basis. Anecdotally, each year, students from our graduating classes report that the relationship that they had with their advocate counselor and other adults in the school was important in helping them graduate from high school.

Built into our school day are a number of supports for students, including advisory meetings, individual counseling, conferencing in classrooms, meetings with individual students and families, and peer mediation. All adults are on a first-name basis with students and make an effort to know the students and families on their caseloads and in their classes. Our approach to students is anchored in the components of positive youth development, with particular emphasis on student voice, high expectations, and positive adult relationships.

Over the last several years, we have focused on promoting productive persistence in students. This work has been focused primarily in math classes using joint conferencing between student, teacher, and advocate counselor. A productive persistence rubric is used as a tool to help students self-assess in four areas of student agency—student growth mindset, school and academic class value, the belief that ‘I can succeed at this,’ and student sense of belonging. Students and adults work together to set strategies and goals towards improving productive persistence which has led to increased student engagement and success in certain classes where conferencing is utilized.

Although this work is preliminary, we would like to continue our focus on productive persistence and joint conferencing in classes, especially where students struggle with belonging, value, growth mindset, and ability to succeed.

### 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.

In September 2015, an initial baseline assessment will be administered in 3 ELA classes and assessed using our productive persistence rubric. By June 2016, in these targeted classes, there will be a 10 – 15% increase in productive persistence tied to the sub-components of student growth mindset and academic class values.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
PD for ELA teachers and advocate counselor on productive persistence and use of rubric and other tools	ELA teachers	September 2015	CBO Program Director
Joint conferencing between student, advocate counselor, and teachers	Students in ELA classes	On-going Sept. 2015 – June 2016	CBO Program Director, ELA teachers, and advocate counselors
Meetings to discuss student progress	ELA teachers and advocate counselors	2 times per month	Designated leader
Survey students to assess Growth Mind Set and productive persistence attitudes in ELA classes	Students in ELA classes	Beginning of each trimester	Program Director, Advocate Counselor and ELA Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
RESOURCE	DETAILS
HUMAN RESOURCES	Principal, CBO Program Director, Partner organizations Teachers Advocate counselors
INSTRUCTIONAL RESOURCES	Rubrics Protocols

	Laptop computers,  Surveys,  Feedback templates
SCHEDULE CHANGES	Schedules for common planning time

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

By February 2016, in the targeted classes, there will be a 5 – 10% increase in productive persistence tied to the sub-components of student growth mindset and academic class values.

**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.

Since the opening of our school in September 2007, collaboration has been a central component of how we develop, implement, and change structures and practices to improve student academic performance, and the culture of our school. The principal and other instructional leaders of the school firmly believe that it is through the collaborative work of teacher teams that the most effective, consistent, and enduring school-wide practices will be established. Inquiry teams were formed the first year of the school and have continued every year since that time. For teachers who have been with the school for at least 3 years, the skills of working collaboratively to improve student achievement are well established. This has resulted in exemplary team work, as seen during our school’s last Quality Review where this part of the work was rated well-developed.

Our population of students changes significantly from year to year because of rolling admission and graduation. As mentioned earlier, students bring wide variations in knowledge and skill gaps. To prepare them to meet the Common Core Learning Standards (CCLS) and College and Career readiness, teacher collaboration is critical. As a result, teacher teams at our school work together to assess and identify the extent of the skill gaps in student work. Teacher teams also develop and implement strategies to address those gaps, and to re-assess and monitor student growth over time.

Subject area teams will continue to work on Japanese Lesson Study. Cross-curricular MOSL (Measures of Student Learning) teams will continue to do inquiry work designed to improve student writing aligned to the CCLS. In addition, during this academic year, teachers will participate in a book study that will focus on strengthening “assessment strategies that inform teaching and learning” (based on *So What Do They Really Know* by Cris Tovani). The lesson study teams will continue to use a set of protocols that are adapted from the Japanese Lesson Study (as described in *The Teaching Gap* by Stigler and Hiebert). One of the key aspects to this structure is taking a case study approach to evaluating the effectiveness of teaching strategies and lesson planning with the goal of assessing student needs and developing strategies to address those needs.

Key aspects of the Lesson Study teams include:

1. Planning and evaluating lessons collaboratively, and aligning them with the Common Core Learning standards.
2. Identifying the most effective teaching practices and then spreading those practices across the school.
3. Giving teachers substantial blocks of time and a singular focus to improve the quality of planning and the effectiveness of the lessons.
4. Collaborative planning and evaluation to implement challenging teaching practices that they may be hesitant to attempt on their own.
5. Teachers taking ownership of the lesson.

Key aspects of the MOSL Inquiry team:

1. Establishing baseline data of common students used to identify skill gaps and their possible causes
2. Developing performance goals for students
3. Developing strategies to address skill gaps
4. Assessing student progress at regular intervals
5. Engaging in a continuous cycle of inquiry designed to improve student performance.

Key aspects of the Teacher Book Study:

1. Engaging in developing lessons that follow the Workshop Model, and differentiates instruction
2. Identifying strategies and using tools to address skill gaps
3. Using Anchor Charts to develop students thinking, and strengthen student-student discussions
4. Tweaking feedback mechanisms; differentiating between conferring and monitoring
5. Using conferencing to assess learning and differentiate instruction

Data from observations of team work and team reports indicate that once skill gaps are identified from baseline assessments by the MOSL teams, some teams sometimes struggle with developing and successfully implementing effective strategies to address the gaps. It is therefore a priority to support teams in the development and implementation of effective strategies to address and close the identified skills gaps.

## **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.

By June 2016, all 3 MOSL teams will have collaboratively developed at least 5-10 effective strategies to address student writing gaps

## **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Identify common students from baseline assessment data and select a group of target students	Students common to MOSL team	Oct – Nov 2014  and beginning of each trimester	MOSL teacher teams, Principal, Asst. Principal
Review and disaggregate student baseline assessment data	Students common to MOSL team	Oct – Nov 2014  and beginning of each trimester	MOSL teacher teams, Principal, Asst. Principal
Discuss student work and identify skill gaps	Students common to MOSL team	2-3x per Trimester	MOSL teacher teams, Principal, Asst. Principal
Discuss, identify, develop strategies to address skill gaps and implement the strategies and collect data	Students common to MOSL team	2-3x per Trimester	MOSL teacher teams, Principal, Asst. Principal

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
RESOURCE	DETAILS
HUMAN RESOURCES	Teacher teams  Coaches  Principal  Asst. Principal  Partner Organizations
INSTRUCTIONAL RESOURCES	Protocols

	Rubrics Computer technology Google Apps Student Work Student surveys
SCHEDULE CHANGES	Schedules for Common Planning Time After school PD sessions

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By March 2016, all 3 MOSL teams will have collaboratively developed at least 3-6 effective strategies to address student writing gaps.

**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.

The principal and other school leaders believe that improving teacher effectiveness drives improvement in student academic outcomes. This is best achieved through developing and deepening teacher knowledge and skills in best, research-based practices, to drive student learning. As such, providing ongoing, relevant, and helpful professional development opportunities for teacher learning is central to our improvement efforts.

Over the past 4-5 years the professional development opportunities we have provided for teacher learning have evolved to a more data-driven and personalized approach that supports teacher growth more effectively. For example, using the Danielson’s Framework as our standard for effective teaching, we have collected and studied sufficient data to conclude that component 3C – Engaging students in learning – is a high leverage component on which to focus our attention. We have also learned that for our population of students, providing opportunities for student-student dialogue during lessons is central to engaging students in active learning.

Presently, 80% of all teachers use student-student dialogue at least once per week in each of their classes. Our ultimate goal is for all teachers to use student-student dialogue or productive group work at least three times per week in each of their classes. We have learned from observation data, surveys, and conversations with teachers, that the present gap can be largely attributed to a lack of teacher understanding on how to implement this strategy effectively and not to teacher reluctance. Therefore, our priority is to focus on building teacher competence and effectiveness in using this strategy to actively engage students in learning.

### **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.

Provide regular, relevant, and helpful professional development opportunities for teacher learning that leads to increases in student engagement. By June 2015 75-80% of all teachers will use student-to-student dialogue or productive group work to engage students in learning at least three times per week in each of their classes.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Book Study on the effect of student-student dialogue or productive group work on student learning.  Using text <b>Productive Group Work</b> by Frey, Fisher, and Everlove	Teachers	Twice per month September 2015 – February 2016	Principal, Asst. Principal, Instructional Coach
PD sessions on promoting student-student dialogue and productive group work	Teachers	Twice per month September 2015 – February 2016	Principal, Asst. Principal, Instructional Coach
Peer observation and feedback on student-student dialogue or productive group work (lesson study).	Teachers	September 2015 – June 2016	Teachers, Principal, Asst. Principal, Instructional Coach
School leaders and coaches provide models and feedback on progress of student-student dialogue or productive group work class activities.	Teachers	September 2015 – June 2016	Principal, Asst. Principal, Instructional Coach

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.	
RESOURCE	DETAILS
HUMAN RESOURCES	Principal  Asst. Principal  Coaches  Teacher leaders
INSTRUCTIONAL RESOURCES	Protocols for lesson study  Texts on promoting student-student dialogue  Rubrics

	Feedback templates
	Student Work
	Surveys
SCHEDULE CHANGES	Schedules for Common Planning Time
	After school PD sessions

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

By March 2015 75-80% of all teachers will use student-to-student dialogue or productive group work to engage students in learning at least two times per week in each of their classes.

**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.

Beginning at intake, our school initiates a partnership with the parents and other significant adults in the lives of each student. Prior to enrolling in school, students and parents engage in both a meeting both at the school with administrators, and on a home visit conducted by an advocate counselor. These meetings provide an opportunity to set goals, discuss plans for graduation, and begin to establish a relationship of support for the student. After enrollment, this relationship continues through frequent interactions on the phone, through email, and in meetings to address concerns about attendance, progress in classes, and to celebrate accomplishments.

Two years ago, we initiated a Future Focus program at our school. Potential graduates are identified prior to the school year and are moved up to a caseload with a Future Focus counselor. Those counselors work together to address issues unique to students in their final year of high school, such as developing a comprehensive post-secondary plan, exploring college and career options, applying to college, and remaining on track towards graduation. Parent engagement, specifically around post-secondary planning has increased since that change. As a result, we would like to increase the positive outcomes of all parent meetings and interventions across the school.

To address various student needs and concerns, our school provides numerous opportunities throughout the year where students and parents/guardians meet with advocate counselors, teachers and/or administrators. Quite frequently, these meetings have had a significant impact on student progress. However, we have not measured the level of impact of these meetings, and we believe that it is important to do so. Measuring impact, will provide us with data to assess how successful we are in leveraging strong family ties to support student progress. This year, we will begin to implement the Sanctuary Model in our meetings. The Sanctuary tool kit provides a set of practical and simple intervention strategies that reinforce the language and philosophical framework of the Sanctuary Model. This will help us to track the outcomes of these meetings.

### 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, based on end of meeting feedback surveys, 60-65% of family meetings will end with a positive outcome.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
PD in interviewing strategies and conflict mediation	Advocate Counselors, Teachers	Sept 2015 – Oct 2015	CBO Staff
Process feedback form after all meetings. Record data from meeting.	Advocate Counselors, Teachers	Sept 2015- Jun 2016	CBO Director, Asst. Director, Advocate Counselors
PD on the Sanctuary Model	Teachers, Advocate Counselors, Administrators	Aug 2015– Sept 2015	CBO Director, Asst. Director
Develop and refine meeting assessment survey.	Student and Families	Aug 2015 – Sept 2015 and Jan 2016- Feb 2016	Advocate Counselors, CBO Assistant Director

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>		
RESOURCE	DETAILS	
HUMAN RESOURCES	Principal Asst. Principal CBO Program Director CBO Asst. Program Director Advocate counselors	

	teachers
	Coaches
INSTRUCTIONAL RESOURCES	Protocols for conducting meetings Rubrics Feedback templates Surveys
SCHEDULE CHANGES	After school PD sessions

**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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

By June 2016, based on end of meeting feedback surveys, 30-35% of family meetings will end with a positive outcome.

**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)	<ul style="list-style-type: none"> <li>• Students with &gt; 65% on the Regent’s Exam</li> <li>• Students taking the exam in January, June, and August</li> <li>• Students who earn less than three credits per trimester</li> <li>• Students with IEP</li> <li>• ESL Students</li> <li>• Students who were not successful on the mock exam</li> <li>• Students who receive free or reduced lunch</li> <li>• MOSL Pre and Post assessment</li> <li>• Intake Assessment</li> <li>- California Test of Basic Skills</li> <li>- Writing Assessment</li> <li>Math Assessment (CUNY Placement Exam)</li> </ul>	<p>Reading Comprehension Strategies: Determining Importance, Making Inferences, Questioning, summarizing</p> <p>Outlining Essays</p>	Small groups and one-on-one tutoring	<p>During school day</p> <p>Extended Day</p> <p>Saturday Prep Classes</p>

<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Students with &gt; 65% on the Regent’s Exam</li> <li>• Students taking the exam in January, June, and August</li> <li>• Students who earn less than three credits per trimester</li> <li>• Students with an IEP</li> <li>• ESL Students</li> <li>• Students who were not successful on the mock exam</li> <li>• Students who receive free or reduced lunch</li> <li>• MOSL Pre and Post assessment</li> <li>• Intake Assessment</li> <li>- California Test of Basic Skills</li> <li>- Writing Assessment</li> </ul> <p>Math Assessment (CUNY Placement Exam)</p>	<p>Break long assignments into smaller, manageable increments</p> <p>Use visualization strategies</p> <p>Provide opportunities to make conceptual connections to real world experiences</p> <p>Provide experiences with manipulating numbers, problem solving and analytical reasoning</p>	<p>Small groups and one-on-one tutoring</p>	<p>During school day</p> <p>Extended Day</p> <p>Saturday Prep Classes</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Students with &gt; 65% on the Regent’s Exam</li> <li>• Students taking the exam in January, June, and August</li> <li>• Students who earn less than three credits per trimester</li> <li>• Students with an IEP</li> </ul>	<p>Reading Comprehension Strategies: Determining Importance, Making Inferences, Questioning, summarizing</p> <p>Use visualization strategies</p> <p>Use hands-on activities</p>	<p>Small groups and one-on-one tutoring</p>	<p>During school day</p> <p>Extended Day</p> <p>Saturday Prep Classes</p>

	<ul style="list-style-type: none"> <li>• ESL Students</li> <li>• Students who were not successful on the mock exam</li> <li>• Students who receive free or reduced lunch</li> <li>• MOSL Pre and Post assessment</li> <li>• Intake Assessment</li> <li>- California Test of Basic Skills</li> <li>- Writing Assessment</li> <li>- Math Assessment (CUNY Placement Exam)</li> </ul>	<p>Deliver instruction to promote student-student interactions</p>		
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• Students with &gt; 65% on the Regent’s Exam</li> <li>• Students taking the exam in January, June, and August</li> <li>• Students who earn less than three credits per trimester</li> <li>• Students with an IEP</li> <li>• ESL Students</li> <li>• Students who were not successful on the mock exam</li> <li>• Students who receive free or reduced lunch</li> <li>• MOSL Pre and Post assessment</li> </ul>	<p>Reading Comprehension Strategies: Determining Importance, Making Inferences, Questioning, summarizing</p> <p>Discovering relationships between facts and events</p> <p>Identifying and emphasizing key points</p>	<p>Small groups and one-on-one tutoring</p>	<p>During school day</p> <p>Extended Day</p> <p>Saturday Prep Classes</p>

	<ul style="list-style-type: none"> <li>• Intake Assessment</li> <li>- California Test of Basic Skills</li> <li>- Writing Assessment</li> <li>- Math Assessment (CUNY Placement Exam)</li> </ul>			
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Negative behavior patterns</p> <p>Low attendance patterns</p> <p>Substance abuse</p>	<p>Behavior modification programs</p> <p>Learning to Work programs</p> <p>Regular one-on-one counseling</p> <p>Family counseling programs</p> <p>Drug treatment programs</p>	<p>One-on-one,</p> <p>Small groups</p>	<p>During school day and after school</p>

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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><b>Recruitment</b> : Over the past 3-4 years we have partnered with New Visions to identify highly qualified teachers. Once identified, candidates are interviewed by a committee that consists of members of the DOE staff, CBO staff (SCO Family of Services), student body, and SLT/PTA (parent). In addition, each candidate is expected to provide the committee with a sample lesson plan and teach a demo lesson as part of the interview process.</p> <p><b>Retention</b> : At NQCHS our teacher turnover rate is low. 71% of our teaching staff has been with us for 3-8 years, and 29% 1-2 years. We are able to retain our teaching staff because once a candidate is hired the staff member is:</p> <ol style="list-style-type: none"> <li>1. Paired with a mentor teacher.</li> <li>2. Provided with template unit plans and lesson plans that guide them through our modified workshop model and helps them align their instruction to the CCSS.</li> <li>3. Given other essential materials to help guide their unit and lesson planning experience.             <ol style="list-style-type: none"> <li>a. UBD Text, Essential Question Text, and Formative Assessment Text</li> <li>b. Scope of Sequence, and relevant curriculum</li> </ol> </li> <li>4. Invited to attend our School-wide Professional Development Session that occurs in August before school starts to introduce current and new initiatives.</li> <li>5. Provided with weekly professional development</li> <li>6. Receives ongoing feedback from their peers and administrators</li> <li>7. Included in our teacher team meetings</li> </ol> <p><b>Assignments</b> : All unit plans and lesson plans are aligned to the CCSS. Lessons are presented to students using a modified workshop model. New teachers experience rich professional development sessions to help them meet the needs of our overage and under-credited students.</p>

**Professional Development Sessions** : Maintaining a highly qualified teaching staff is integral and is solidified by the professional development opportunities that are afforded to each staff member. The sessions are made available through:

1. New Visions
2. Principal
3. Literacy Coach
4. Teacher Leaders
5. Assistant Principal
6. Independent Online PD Resource (PD360)

### **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).

High quality professional development is made available to all staff members through various media and supported by teachers, administrators and instructional coaches to enable all students to meet the CCSS. Based upon the goals of the school, a professional development plan is developed collaboratively by a professional development committee. The sessions are planned to meet the needs of administrators and teachers and address school-wide instructional priorities. Observations and feedback to teachers, using the Danielson’s Framework, support individual teacher growth. During in-school professional development sessions, teachers collaborate and share best practices, develop unit and lesson plans, explore student work, create scaffolds to differentiate (address the needs of our ELL’s and SWD’s population), unpack reading material, and refine our outcomes/mastery based grading system. During these sessions, teachers work one-on-one, in small groups and as a whole staff; each session is planned by teachers and administrators. Externally supported professional development sessions are provided by New Visions, REDESIGN, and ESKOLTA.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **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).

**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.).

**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.

At NQCHS we encourage the use of multiple assessment measures to provide both teachers, and students with ongoing feedback in regards to teaching and learning. As an Outcomes Based Grading school we focus on formative assessment and the use of blooms taxonomy to assess student progress. This academic year we will focus on incorporating conferencing as an additional tool to improve instruction. All staff members will participate in a book study and implement strategies over the course of one month periods. During the professional development we will:

1. Have sessions lead by the literacy coach, teachers (individual/group), principal, and or assistant principal.
2. Use a protocol to guide the group discussions
3. Use a REDESIGN Study Guide to explore the text
4. Reflect on the strategies implemented and provide supporting evidence
5. Identify best practices that support conferencing

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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 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	Sequester /2010 Census Title I SWP \$9,247	X	Sections 5A, Part 4a, 5B, Part 4a, 5C, Part

		Title I SWP \$81,874		4a, 5D, Part 4a, and 5E, Part 4a.
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,541,148	X	Sections 5A, Part 4a, 5B, Part 4a, 5C, Part 4a, 5D, Part 4a, and 5E, Part 4a.

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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)**

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. **North Queens Community High School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **North Queens Community High School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1<sup>st</sup> 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)**

**North Queens Community High School** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and

programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>25</b>	Borough <b>Queens</b>	School Number <b>792</b>
School Name <b>North Queens Community High School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Winston McCarthy</b>	Assistant Principal <b>Janene Pearson</b>
Coach <b>Lew Gitelman</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Martin Howfield</b>	School Counselor <b>Roldye Ceans</b>
Teacher/Subject Area <b>Joi Walker</b>	Parent <b>Marylou Guecia</b>
Teacher/Subject Area <b>Emily Silverstein</b>	Parent Coordinator <b>SCO Family of Services</b>
Related-Service Provider <b>Abby Miller</b>	Borough Field Support Center Staff Member <b>Daniel Walsh</b>
Superintendent <b>Juan Mendez</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>1</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]		Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>205</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	2	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>				3			1			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)										1				0
<b>Expanding</b> (Advanced)												1		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0		0	
Integrated Algebra/CC Algebra	0		0	
Geometry/CC Algebra	0		0	
Algebra 2/Trigonometry Math _____	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	0		0	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0		0	
Geography				
US History and Government	0		0	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
All students entering North Queens Community High School ("NQCHS") are transfers from another NYCDOE High School. At their point of entry our ENL (ELL) students have already been identified. All students having entered NQCHS over the past four years have demonstrated literacy skills far and above what would be considered "early literacy skills." Therefore there has been no need to employ any of the aforementioned assessment instruments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
NQCHS ELLs traditionally perform strongly and at an advanced level in the areas of speaking and listening. They perform at a strong level in reading and have shown some weaknesses in the writing portions that seek to assess pin-point type language such as prepositional phrases.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Paste response to question here:
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The NQCHS ELL population does extremely well in all content area instruction including English Language Arts. Generally one of the first NYS Regents passed by our ELLs is the ELA Comprehensive Regents Exam. Periodic assessments of both formative and summative natures have indicated strong constant growth among our ELLs. Our entire pedagogical staff is effective at teaching and monitoring the writing process. Our ELLs, much like their mainstream peers are mastering the skill of argumentative writing and making and supporting both claims and counter-claims supported by textual evidence cited in both their formal and informal work.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
- Our pedagogical and support staff has been divided into data assessment teams that examine the results on the MOSL (Measures Of Student Learning) on a weekly basis. Individual strengths and areas of growth for all students, including our ELLs are identified by this cross-disciplinary team that includes the ELL teacher, an ELA teacher, and other content area teachers. Progress is charted and reported to school leadership and feedback is provided to all pedagogues involved with our ELL population. Rigorous planning and instruction is the cornerstone of the academic program at NQCHS. All teachers maintain word walls of both general and specialized academic vocabulary for the benefit of their students. Graphic support, visualization, image re-enforcement create the scaffolding necessary for the high level of instruction to which ELLs and all of our students are entitled. Accountable talk, "turn and talk", and public speaking are the norm and not the exception in our classes. Our grading system is an outcomes-based/mastery based system in which Bloom's taxonomy creates the roadmap for rigor and high performance. Our ELL students consistently perform at a level equal to or beyond their English-speaking peers.
6. How do you make sure that a student's new language development is considered in instructional decisions?
- As indicated above in the answer to Question #5, NQCHS has adopted a collaborative approach to instructional planning and delivery of the same. We are 14 teaching faculty who understand intimately the strengths and weaknesses of our students and bring those to the table on a weekly basis in our MOSL teams, in our departmental meetings, in our lesson study groups and in our professional development sessions. Teachers are well-trained and developed in the basic theories of second language acquisition, the role of culture and language, the phases of literacy and learning for a high school ELL. Review of ELL performance and immediate academic and linguistic need determines the content areas into which the ELL teacher will push and support instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- All teaching faculty and the appropriate counselors are involved in an almost weekly review of ELL performance. In addition to regular classes and push-in support there are multiple opportunities for Regents Prep during which even more discrete point academic and linguistic needs are identified. Again, there is careful MOSL analysis, discussion of in-class performance, and evaluation of Regents' performance on a regular basis.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- All ELL students at NQCHS have been previously identified by the school from which they have transferred. NQCHS receives the HLIS, official transcript and record (including level and current test scores) from the transfer school and designs the appropriate academic program after initial interviews with the student, discussion with the parents, and assessment by the staff.
- However, the following plan is in place for initial identification:
- The HLIS is given to the parent by our School Secretary, Cathy Latopolski, when students first register with the school. The interview is then conducted by an ELL certified pedagogue. If the native language is Spanish, the interview is completed by Ulises Guzman. If the native language is French, we will use our Guidance Counselor, Roldye Ceans. If another language is used we would require the DOE interpretation service. Students identified as ELL are given the LAB-R assessment by our ELL coordinator, Martin Howfield. LAB administration in Spanish will be completed by Martin Howfield. The NYSELAT exam is also administered by our ELL teacher Martin Howfield. Our data specialist, Erick Delcham, will run ATS reports to identify students not tested.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
- Students who have not attended a NYS Public school for 2 or more years are considered for a SIFE assessment. Assessments are used to identify SIFE students, first during our intake process, when students are assessed in reading through the administration of the California Test of Basic Skills, a writing assessment, and an interview. A HLIS is also administered as indicated above. If the student has an IEP, our language proficiency team conducts a review of the IEP. A determination is then made to administer the NYSITELL to determine if the student is an EL. This initial assessment is completed within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).  
Students with IEPs whose home language is other than English will have their case reviewed by our language proficiency team. This team consists of our ELL teacher, our Special Education teacher and an ELA teacher. A determination is made to administer the NYSITELL or not. This determination may be reviewed by the principal or superintendent who may decide to reverse the decision. The student is determined to be an ELL if their score is below the cut.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Forms are mailed to student homes and given to students in school by our school secretary. Parents are called when forms are not returned. If contact cannot be made, a CBO advocate counselor is sent for a home visit to obtain updated contact information. Completed letters will be filed with student records.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).  
Parents are notified by letter within 5 days of ELL determination and informed that they have the right to appeal within 45 days. They are also informed that they have the right to a re-identification within 45 days. .
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
After a student is tested and found to need services, parents are invited to the school for an orientation within 10 days. Parents meet with our ELL coordinator, Martin Howfield (a pedagogue), who will explain to them the options available to them and help them find the program that is best suited for their child. Parents can make their selection then or return their selection form via mail or with their student. When TBE/DL programs become available for interested parents they will be contacted via phone by our ELL coordinator Martin Howfield.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Our school is a Transfer School working in equal partnership with a CBO, SCO Family of Services. Each student in our school, including ELLs and their families, work with a primary person, funded by SCO Family of Services, who remains in regular contact with students and parents. Each Advocate Counselor has a caseload of 20-25 students. Outreach to parents to return Parent Surveys and Program Selection forms are made by Advocate Counselors and the school secretary. Our ELL coordinator, Martin Howfield monitors parent program choices. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Our school secretary work with Advocate Counselors to monitor the Parent Survey and Program Selection forms that have not been returned. Regular outreach by advocate counselors and the school secretary are done to follow up.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Placement parent notification letters are mail to parents within 10 days of determination. A copy is kept in the student's file in the main office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
NQCHS maintains all necessary documentation both electronically and in hard copy as per strict NYCDOE protocols. Student files in paper form, including copies of ELL documantion are maintained in the main office by our office manager and our school secretary.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The RLAT ATS report is used to determine students' eligibility to take the NYSESLAT. District leadership informs schools of dates for ordering materials. The Asst. Principal, Janene Pearson and Guidance Counselor, Roldye Ceans meet with ELL teacher, Martin Howfield and Testing Coordinator, Erick Delcham to determine order needs. District leadership informs schools of dates, provides written instructions, and retrun dates. Testing coordinator, Erick Delcham and ELL teacher, Martin Howfield schedule the various sections of the exam with the assistance of ELA teachers. Test sections are administered and collected by Testing Coordinator following all required protocols. The RLAT report for exam history is reviewed to determine student scores on the 4 components.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Continues entitlement and transitional support parent notification letters are mailed home or distributed during open school parent conferences.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Our Parents unconditionally support the Free-Standing ESL Program that we have in place at NQCHS and are pleased by the success that their children have had.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.  
Our ELL teacher uses a "push-in" team-teaching approach with our ELLs. A determination is made each Cycle (Trimester) as to where (content area) the ELL teacher will push in based on the academic and linguistic needs of the ELL students and the required time that is to be provided based on their level. The ELL works closely with the content area teacher in planning, instructing and assessing the subject ELLs. Our school programs students according to transcript needs instead of in grade levels. Students are mixed heterogeneously and instruction is differentiated and individualized based on need. This approach adequately provides for the needs of ELL at a small, transfer school with a very small ELL population
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
NQCHS consistently exceeds the required instructional minutes for all ELL students. Our instructional periods are 58 minutes long and the Advanced students receive ELL direct classroom support for no less than 290 minutes per week. That is approximately 90 more minutes than required. In cases of Intermediate students we would double that.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.  
Our content instruction is delivered to our ELLs by the content area teachers with the in-class co-teaching assistance of the ELL. There is collaborative planning of instruction and assessment. All staff at NQCHS teach completely guided by the CCLS and by the demands of Blooms Taxonomy. ELLs are supported by both the content area teacher and the ELL teacher in their pursuit of rigor. ELLs are expected to perform in the content area at the same level as their English-speaking peers. ELLs generate their own particular vocabulary lists, phrase lists, and record important academic and content special idiomatic expressions. Both the content area teacher and ELL teacher engage the ELL in regular student one-on-one conferencing to determine strengths, weaknesses, successes, share feedback and plan next steps. Smart goals are set for the ELLs in each content area by the specific pedagogues and evaluated on a regular basis with student, teachers, and parents.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
We do not evaluate ELLs in their home languages at NQCHS. There is little or no record that any of our ELLs in attendance over the last four years have had any recent instruction in their home language or possess grade and academic skills appropriate to said instruction. We provide only a Free-Standing ESL Program at NQCHS.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Our rigorous instructional model for all high school content areas insures that our ELLs are constantly challenged, supported and assessed in all four modalities on a daily basis in the classroom at NQCHS. Our Workshop Model of instruction provides direct instruction, time for individual practice, collaborative learning, sharing, reporting out, public speaking, paired-shared editing, peer review and student-teacher conferencing.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

ELL students are given programs and instruction relevant to their individual needs. Teachers work in cross-disciplinary teams twice per week to identify student needs and share best practices.

Students with interruption in formal education are assisted in making the transition back to school in several ways. If students struggle with reading they enrolled in our English Seminar class where they supported with targeted reading instruction, . The majority of our ELL's are Developing to Long-Term. Our Developing students receive careful analysis of their vocabulary development and ability to identify and express academic concepts in English. They are encouraged to use subject specific glossaries where necessary and the ELL and content teachers are aware that more advanced or complex concepts may need to be re-visited often with a variety of linguistic scaffolding. Teachers are more aware of their need to change register or re-address pragmatics with Developing students.

Our Long Term students are challenged to make linguistic sense based on synonyms, prior English knowledge or academic experiences. They are challenged in their writing to more closely assimilate native syntax, structure, register and to almost fully understand the underlying pragmatics of written or spoken text.

It should be noted that almost 100 percent of the ELLs attending NQCHS are "accent free" by the time they reach us and few if any struggle with the Basic Interpersonal Communications Skills and most academic language in spoken form does not present obstacles to them.

Testing accommodation are provided for all ELLs. Testing accommodation for former ELLs may be provided based on their performance on in-class assessments and Regents exams. Former ELLs continue to have access to native language materials in the content classes if requested, in addition to glossaries on tests. Former ELLs, along with advanced ELLs, have the option to join an after school English class for continued support.

- 7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

These student will receive extra support by the ELL and ELA teachers through one-on-one tutoring as needed. Assessments will be administered periodically to determine the student's academic progress.

- 8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

A variety of instructional models are used to ensure student success. ELL students are enrolled in team teaching classes in both their ELL and content coursework addressed. Additional pull out instruction is provided by their ELL teacher as needed. Extended day classes also provide opportunities for ELL-SWDs to receive additional support.

- 9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

A variety of instructional models are used to support the instructional needs of ELL-SWD. ELL-SWDs are programmed based on needs and the recommendations from their IEPs. Graphic support, visualization, image re-enforcement create the scaffolding necessary for the high level of instruction to which ELL-SWDs and all of our students are entitled. Accountable talk, "turn and talk", and public speaking are the norm and not the exception in our classes. Our grading system is an outcomes-based/mastery based system in which Bloom's taxonomy creates the roadmap for rigor and high performance. Our ELL students consistently perform at a level equal to or beyond their English-speaking peers.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

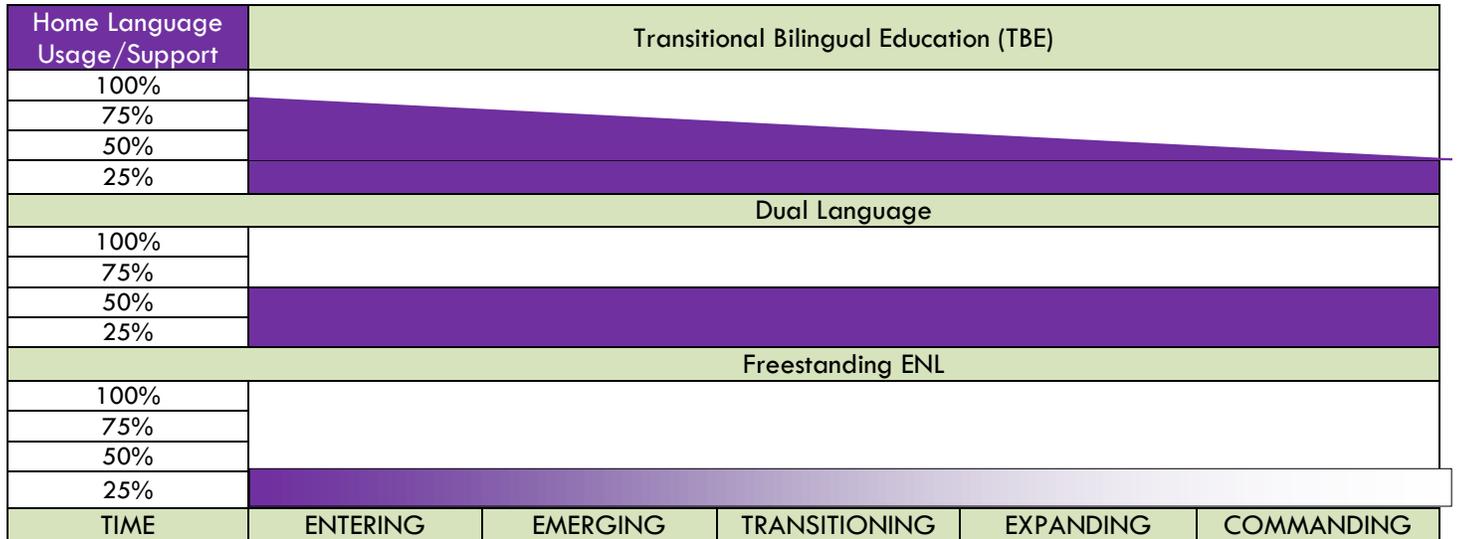


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Math and other content teachers pair up ELLs with their mainstream peers who have demonstrated strengths in that subject area. Teachers provide detailed and specific glossaries, word walls, and vocabulary for both their ELLs and other students. Teachers direct the ELLs to a variety of on-line support sites. Teachers make themselves available on a daily basis before school, after school, and during lunch. All students have access to faculty and counselors through their own unique e-mail account through Google and our NQCHS domain.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

NQCHS has been highly successful in exiting ELL students from our free-standing program and in fact leading them to their high school diploma. Over the past three years all of our ELLs have graduated in a timely fashion after having entered our transfer school program at NQCHS. In June 2015 we exited a student who had only entered an English-language school system less than four years prior. He did extremely well on the NYS Comprehensive ELA Regents Exam while at NQCHS and also passed the NYS Global Regents Exam while at NQCHS. He has completed all his credits for graduation and is awaiting the next administration of the NYS Living Environment Regents Exam in order to complete his requirements for graduation. Also this year our only ELL with an IEP graduated from NQCHS. In his prior eight years in other schools he was unable to make reasonable progress towards his diploma, but with the support of a rigorous instructional program and outstanding support team at NQCHS he graduated this year from NQCHS.

Our ELLs traditionally perform extremely well on the NYS Regents and within content area classes. Their participation is so natural and seamless in our instructional model that their peers often fail to even recognize that they are second language learners. We have also been able to effectively harness constant and active participation of our parents.

12. What new programs or improvements will be considered for the upcoming school year?

This year we will continue to improve targeted Common Core writing interventions, in addition to targeting learning gaps for long term ELLs. We will assign specific MOSL teams the task of monitoring and reporting on our ELLs in all phases of their academic and social development. We will be specifically targeting our student who came to us last year and have more than ten years of ESL services. The goal for this student for this year will be to identify key gaps in his learning process and provide enhanced support to the student himself, to his parents, and to the teachers who work with him. In spite of ten years in prior ESL programs the student is still at an intermediate level. If deemed appropriate and necessary the Language Acquisition Team (which includes an Urdu speaking counselor) may recommend more intensive evaluations and will seek the appropriate interventions. It is the goal of NQCHS to exhaust every resource to address the needs of this particular student.

13. What programs/services for ELLs will be discontinued and why?

No programs and/or services will be discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All students including ELLs are afforded access to all school programs at NQCHS. ELL parents are equally afforded equal access. All ELLs are offered the opportunity for Regents Prep after school and parents are informed of these personally by the ELL teacher, community liaison, and classroom teachers. The ELL teacher is perfectly bilingual in Spanish and English and there is a counselor on staff who speaks Urdu. In the past we have used several French-speaking staff members for our French-speaking ELLs. We also have two staff members who speak a number of Asian languages.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

All ELLs have access to every aspect of technology available at NQCHS. The ELL teacher is also our Instructional Technology Coach and SPOC (Single Point of Contact) as designated by the NYCDOE Division of Informational and Instructional Technology. Each ELL has their own NQCHS e-mail address and access to laptops, desktops, cells, etc. NQCHS is a participant in the NYCDOE BYOD (Bring Your Own Device) Initiative. NQCHS is also an active participant in the Digital Ready Initiative sponsored by the NYCDOE Office of Post-Secondary Readiness. ELLs, like all NQCHS students, have access to JumpRope, our outcomes-based program. Parents also have full access to this on-line program and have been specifically trained to be able to monitor and check the ongoing performance of their children.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Based on the size of and linguistic and cultural history of our ELL population at NQCHS we have found the need for home language support to become increasingly less necessary. Students are provided with on-line access to translators, dictionaries, encyclopedias and other academic learning sites in their home language. Traditionally our ELLs at NQCHS are High Intermediate or Advanced students who have demonstrated little interest or need in home language support, but NQCHS provides ample access

nonetheless. As mentioned previously we have most if not all the NQCHS home languages covered by our professional multi-lingual staff of teachers and counselors.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
NQCHS is an NYCDOE Transfer High School now in its ninth year of operation, The teaching faculty and school leadership are extremely well-versed in the pedagogy, philosophy, psychology and inter-personal dynamics required to support these students who range in ages from 16 to 21. Supported by our on-site collaborators from SCO, the students of this small learning community benefit from the strong urgency to prepare them for college and career. The school leadership along with both the school guidance counselor and other counselors work very closely with the Language Acquisition Team to make sure each ELL student is supported in every aspect of their life at NQCHS. NQCHS adheres to all NYCDOE policies and New York State Part 154 guideline. The LAT maintains clear and constant communication with district level and city-wide personnel and participates in all policy and pedagogical updates.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
All new ELLs meet with the various members of the LAT. The ELL teacher is available during the intake and orientation process for both the student and family. A new ELL is always matched up with a peer or two in the building to ease their adjustment to our small learning community. The ELL reaches out to the families within the first week to make sure that the orientation and acclimation process is proceeding in a manner conducive to the students well-being. Traditionally our ELLs adjust quite quickly and quite seamlessly into our learning community as by definition it is never their first experience of life in an American High School.
19. What language electives are offered to ELLs?  
Spanish is the only language currently offered to all students at NQCHS.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) ELLs and ELPs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The current ELL teacher has a completed Masters in Bilingual TESOL, has done his doctoral work in Bilingual Special Education/TESOL at New York University. Additionally he has been an adjunct since 1986 in the Department of TESOL/Bilingual Education at St. John's University. His expertise is sought out by other schools and districts on a regular basis. He keeps himself informed of all changes in the law and pedagogy as it relates to ELLs and is an active advocate as an active attorney in the immigration community. The ELL teacher participates in all PD offered on the school site which includes an ongoing emphasis on collaborative planning, instruction, and assessment, as well as application and review of the Common Core Learning Standards with respect to the performance of our ELL students. The ELL teacher also participates on a regular basis in highly effective professional technology training with the NYCDOE and their collaborative partners such as SmartBoard, Duolingo, PBS, and Microsoft. The Guidance Counselor participates regularly in monthly district and network convened professional development sessions. Subject area teacher participates in in-school as well as external professional development sessions designed to improve their instruction to ELLs. Our school is a small transfer school unlike a traditional high school and has an itinerant psychologist and speech provider. These providers receive regular and on-going professional development session from the district and network providers.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
All teachers participate in weekly organized PD with specific emphasis in the areas of Common Core Learning Standards, mastery-based grading, Bloom's Taxonomy, rigor, formative and summative assessment and other topics that directly impact on the instruction of ELLs. The ELL teacher is always present for this PD and provides the teaching and counseling faculty with the undersnadings necessary for applying all strategies and implementations of pedagogy to our ELL and special needs students..
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
N/A
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Copies of all agendas for professional development and supporting materials are kept on file in the principals office.

### C. Parental Involvement

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

The ELL, teachers, counselors and school leadership meet formally with ELL parents several times a year on an "as needed" basis and also four times a year as scheduled by the NYCDOE. Because of the small number of ELLs our parents are invited personally by the staff--literally "in-person" or by telephone or e-mail. As mentioned several times previously in this document NQCHS has staff members who are speakers of Spanish, French, Haitian-Creole, Chinese, and Urdu. These languages cover completely both our past and present ELL population. Additionally NQCHS does regular parental outreach every Tuesday afternoon. The ELL teacher is available 24/7 to the ELL population and their families through e-mail, twitter and our web site.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Again, our limited number of ELLs allows for one-on-one personal attention, immediate intervention, and specific invitation to review our curriculum, our grading system, and our school policies. We are proud at NQCHS that our relationship with our ELL community is an ongoing conversation that adds to the families' level of comfort and involvement in the school. ELL parents have participated actively in PTA meetings, back to school nights, and all other activities offered by NQCHS over the years. We also provide translation services for parents who are in need. Financial aid workshops, college nights and support for parents with ELLs are provided and are organized throughout the year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school based partnership with SCO fully supports and collaborates fully with programs, interventions and all supports for both students and families.
5. How do you evaluate the needs of the parents? The needs of parents are evaluated through informal conversations, parent surveys, open school, and during monthly PTA meetings. Translation services are provided by staff members who speak the needed languages or through using the DOE translation services.
6. How do your parental involvement activities address the needs of the parents? The parent population is small enough to tailor all activities to needs based on personal conversations and surveys.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

School Name: <u>North Queens Community HS</u>		School DBN: <u>25Q792</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Winston McCarthy	Principal		9/15/15
Janene Pearson	Assistant Principal		9/15/15
SCO Family of Services	Parent Coordinator		9/15/15
Martin Howfield	ENL/Bilingual Teacher		9/15/15
Marylu Guecia	Parent		1/1/01
Joi Walker	Teacher/Subject Area		1/1/01
Emily Silverstein	Teacher/Subject Area		1/1/01
Lew Gitelman	Coach		1/1/01
	Coach		1/1/01
Roldye Ceans	School Counselor		1/1/01
Juan Mendez	Superintendent		1/1/01
Daniel Walsh	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01



## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **25Q792**

School Name: **North Queens Community High School**

Superintendent: **Juan Mendez**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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.

North Queens Community High School is a transfer school. In general it is never the initial entry point into the NYCDOE for a student attending our school and so much of the required language documentation has been completed at the student's prior school and is transferred to us, including the HLIS. We also have our own intake process and documentation which allows parents to indicate their preferred language of communication and contact. The preferred language of parents at our school are as follows:

English  
Spanish  
Haitian Creole  
Mandarin Chinese  
Bengali  
Urdu

The school maintains a report of languages used by parents and updates this report in response to student population changes. Language preferences of parents are collected from interviews, parent surveys, ats reports, blue cards and phone calls.

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.

Spanish  
Haitian Creole  
Korean  
Chinese  
Urdu

## **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.)

NQCHS regularly sends out notices for parent-teacher meetings, Regents Prpreparation, Calendars, and Newsletters. They are translated on an ongoing basis as needed.

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.

NQCHS hosts four parent-teacher events per year with the first event (Back To School Family Night) taking place on September 30, 2015. The other three events take place on dates as provided by the NYCDOE calendar. Our staff members who are bilingual are always available and willing to translate for the benefit of our parents.

## **Part C: Providing Language Assistance Services**

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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.

All necessary translations can currently be accomodated on-site through our professional staff.

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.

NQCHS provides each ELL Parent with an interpreter to assist in interpretation during the conferences.

#### **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.)

This is covered during our initial PD sessions in September. During the PD sessions teachers are provided with copies of the "I speak...." card.

#### **Part E: Providing Notice of Language Assistance Services**

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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

NQCHS updates the aforementioned documents on a regular basis. To fulfill parent notification requirements for translation and interpretation services, all communication documents are sent out in both English and Spanish. If documents are needed in other languages and they are available on the DOE website, we print and distribute them to the identified parent(s). We also utilize staff members who speak and write in various languages to help with written notifications. If the written documentation is needed in a language other than what we can facilitate in-house we will solicit the assistance of SCO Family of Services (CBO Partner) and the available resources provided by the DOE.

#### **Part F: Monitoring and Quality Control**

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

Parent surveys on paper and on-line in their home language after every event will be provided to parents with a follow-up telephone call. We will also regularly convene focus groups with parents to gather feedback on quality and availability of services.

