2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: *(i.e. 01M001)*: 25Q540
School Name: QUEENS ACADEMY HIGH SCHOOL
Principal: JAMES MEMOLA
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Queens Academy
School Number (DBN): 25Q540
BEDS Code: 342500011540
Grades Served: 10-12 Transfer High School
School Address: 138-11 35th Avenue, Flushing, NY 11354
Phone Number: 718-463-3111
Fax: 718-886-5015
School Contact Person: James Memola
Email Address: jmemolajr@schools.nyc.gov
Principal: James Memola Jr
UFT Chapter Leader: Jeremy Borenstein
Parents’ Association President: Roxanne Kewley
SLT Chairperson: Jeremy Borenstein
Title I Parent Representative (or Parent Advisory Council Chairperson): Roxanne Kewley
Student Representative(s): TBD
CBO Representative: GupreetGruwal/ Children'sVillage

District Information

Geographical District: City-Wide Transfer H.S
Superintendent: Paul Rotondo
Superintendent’s Office Address: 198 Forsyth Street, New York, New York 10002 4th Floor
Superintendent’s Email Address: Protond@schools.nyc.gov
Phone Number: 646-654-1261
Fax: 646-654-1742

Field Support Center (FSC)

FSC: Queens North
Executive Director: Lawrence Pendergast
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>James MemolaJr</td>
<td>*Principal or Designee</td>
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<td>Jeremy Borenstein</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Roxanne Kewley</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Children's Village</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Gupreet Grewal</td>
<td>Member/Coordinator CBO</td>
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<tr>
<td>Deborah Giordano</td>
<td>Member/CBO Staff</td>
<td></td>
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<tr>
<td>Ruth Bryan</td>
<td>Member/Teacher</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
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<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers:</strong> 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.</td>
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<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
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<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust:</strong> 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.</td>
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</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<td><strong>Queens Academy Mission:</strong></td>
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The mission of **Queens Academy High School (QAHS)** is to provide a respectful, nurturing, and high-expectations learning environment where students, parents, and the academic community assume collective responsibility for preparing students to graduate from high school with post-high school academic and/or career training plans.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Queens Academy High School is a transfer school with approximately 400 students ranging from grades 10 through 12. The school currently has two sites—Flushing and Jamaica, Queens; however, the school may be condensed into one site with all students eventually attending the Flushing site.

The school population is comprised of approximately 37% Black, 39% Hispanic, 9% White, and 12% Asian students with other ethnic groups representing the rest of the population. There are over 27 countries represented in our student body, which includes 6.5% English language learners and 7.7% special education students. Young men account for 55% of the students enrolled and young women account for 45%.

To see our mission to fruition, Queens Academy High School has a safe, nurturing environment that provides students with an individualized and accelerated path to graduation in an academically-oriented and rigorous environment.

Queens Academy High School works diligently to meet the holistic challenges that transfer schools face with an OAU student population such as challenges with attendance, academic achievement, social/emotional development, and physical wellness. To meet the needs of our students to the best of our ability, we have created meaningful partnerships with outside organizations such as the Children’s Village, NYC Department of Health, Optical Academy, the NYC Department of Mental Health, NYCDOE Learn to Work program (LTW), and the C.U.N.Y. Post-Secondary Office. In addition, we developed an internal enrichment program called Power Hour to provide opportunities for staff and students to build relationships and to support and evolve school tone, culture, and climate.

3. Describe any special student populations and what their specific needs are.

ENL population needs additional support from the LTW and CBO to incorporate families into the school community.

4. Identify 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.

During the 2017-2018 academic year, Queens Academy High School made the following gains in student achievement, staff efficacy, and instructional growth in comparison to the 2016-2017 school-year. They included the following:

1. Regents Examination Pass-Rates improved significantly with a 57.5% increase in ELA, a 71.7% increase in Living Environment, and a 54% increase in US History. This was due to how we identified the specific skill areas that students were lacking by looking at mock Regents examination item analyses. As a result, we implemented a new instruction focus targeting writing which helped increase our regents pass.

2. Course Pass Rates improved as well from 50% to 53% in one semester (Fall 2017). This was due to how we addressed students who were failing courses due to sporadic attendance and lack of individualized support. We implemented attendance incentives and extra help sessions for students to gain the necessary assistance to pass their classes. Additionally, we realigned observations to the Danielson Framework for Teaching Rubric, holding true to the methodology which has had a great *increase in rigor and the quality of instruction.

3. Staff Attendance improved by 50% from last year. This was due to how we handled the major issue and concern of excessive staff absenteeism at Queens Academy High School. As a result, we requested a Controls Audit that resulted in a change in staff attendance procedures with a Change of Staff Attendance Protocol Memo distributed to all staff.

4. New Student Admissions increased by nearly 90% in less than one year. This was due to how we looked at the enrollment process that had been in place and discovered there was not a formalized method to attract students, orient them to QAHS, nor ensure that course registrations would maximize student need to expedite graduation requirements. As a result, we created the QAHS Committee on Admissions.
5. Graduation Rates have increased by over 100% from Jan 2017 and January 2018 with a projected graduation rate increase of 50% for the June 2018 graduation and a projected 100% increase for the August 2018 graduation (as compared with the August 2017 graduation rate). We attribute this increase in our 2018 graduation rates to the above mentioned improvements in pedagogy and holistic student supports.

6. The Number of PIFS dropped from 39 (in 2016-2017) to 27 (2017-2018) due to specific targeted counseling, outreach and guidance. This was based on how we had identified that many students were coded a 39A (No longer wishing to attend) during the PIF process. As a result, we implemented better counseling and outreach procedures which made the students feel more supported. As a result, we were able to retain students that normally would have been lost. Additionally we secured a Family Worker to assist in this process.

7. Instruction Growth occurred in school-wide pedagogical practice via the implementation of a school-wide instructional focus: Expanding Argumentative Verbal and Written Skills Across All Content Areas.

8. The School's Professional Development Plan was changed based on the above mentioned Instructional Focus, as the initial round of observations identified writing as being prolific academic problem for the students based on reviewing the essay portions of their Regents examinations in Global and US History and ELA.

We recognize that, despite our progress, more work is needed in the areas of instruction and assessment. The following are the Queens Academy High School key areas of focus for the 2018-2019 School-Year:

*Rigorous Instruction:*

Across all content areas, our teachers need to continue to evolve their curricula to make it more rigorous and accessible to all students. This includes the need for teachers to expand their implementation of the use of verbal and written argument throughout all student learning engagement. Simultaneously, our teachers need to embed more real-world content and context into their curricula. In this regard, teachers need to align their instructional planning much more with the Norman Web DOK (Depth of Knowledge) Framework rubric- particularly domain levels 3 and 4, as well as with the Hess Matrix, which is a hybrid of Bloom's Taxonomy and Webb.

Assessment:

Just as with all curricula, teachers need to broaden and deepen their use of formative assessment, so they can provide targeted instruction and intervention via effective differentiation.
### School Demographics and Accountability Snapshot for 25Q540

#### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 371
- SIG Recipient (Y/N): No

#### English Language Learner Programs (2018-19)
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

#### Special Education Programs/Number of Students (2015-16)
- # Special Classes (ELA): 5
- # SETSS (ELA): 29
- # Integrated Collaborative Teaching (ELA): 9
- # Special Classes (Math): 5
- # SETSS (Math): 11
- # Integrated Collaborative Teaching (Math): 6

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 5
- # Music: 3
- # Foreign Language: 3
- # Drama: 1
- # CTE: 1

#### School Composition (2017-18)
- % Title I Population: 68.0%
- % Attendance Rate: 85.6%
- % Free Lunch: 65.0%
- % Reduced Lunch: 1.9%
- % Limited English Proficient: 5.4%
- % Students with Disabilities: 19.7%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 3.5%
- % Hispanic or Latino: 42.6%
- % White: 4.9%

#### Years Principal Assigned to School (2018-19)
- 1.1

#### % of Teachers with No Valid Teaching Certificate (2018-19)
- 0%

#### % Teaching Out of Certification (2014-15)
- 9%

#### Student Performance for Elementary and Middle Schools (2017-18)
- 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 (2016-17)
- ELA Performance at levels 3 & 4: 49%
- Mathematics Performance at levels 3 & 4: 58%
- Global History Performance at levels 3 & 4: 36%
- US History Performance at Levels 3 & 4: 38%
- 4 Year Graduation Rate: 7.3%
- US History Performance at Levels 3 & 4: 36%
- 6 Year Graduation Rate (2011 Cohort): 35.7%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 1%

#### Overall NYSED Accountability Status (2018-19)
- Reward: N/A
- In Good Standing: Yes
- Focus District: No
- Priority School: No
- Focus Subgroups: N/A

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

##### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - 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
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - 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
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - 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
  - ALL STUDENTS: N/A

##### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: YSH
  - Hispanic or Latino: NO
  - 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
  - ALL STUDENTS: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: YSH
  - Hispanic or Latino: NO
  - 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
  - ALL STUDENTS: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: YES
  - 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
  - ALL STUDENTS: 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

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
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<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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As per the spring 2018 PPO (Principal Practice Observation), the school is doing well in terms of the following Quality Review indicators: 1.1 (curricula), 1.3 (leveraging Resources), 1.4 (Positive Learning Environment), 3.1 (Goals and Action Plans), 4.1 (Teacher Support and Supervision), 4.2 (Teacher Teams and Leadership Development), 5.1 (Monitoring and Revising Systems).

In collaboration with the School Leadership Team, feedback from the Principal's PPO from superintendent Paul Rotondo and teacher observations it was determined that development in the following priority areas needs to continue during the 2018-2019 academic school year as aligned with the following Quality Review indicators:

1.2 - The school’s top priority is to continue working on enhancing instructional cohesion across all classrooms by ensuring that teachers are working around a unified instructional model that promotes engagement, rigor and assessment. In this regard, it is critical that the Danielson Framework for Teaching be embedded in all whole-school professional development sessions, as well as in individual teachers' observational next-steps and pedagogical goals. In addition, and as stated previously, school-wide curricula needs to be more rigorous with real-world application learning tasks and assessments that are aligned with the DOK 3 and 4 rubric levels.

2.2 - The school will also continue working on improving all teachers' use of formative assessments by helping teachers to develop and broaden their use of informal, summative, and performance-based assessments throughout their entire courses. The design of these assessments need to be embedded in aspects of unit and lesson-planning, as a data approach to learning will help teachers improve instruction and inform school-wide decisions.

### Part 2 – Annual Goal

| Indicate your school’s 2018-19 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 2019, 100% of teachers will be engaging their students in DOK 4-aligned real-world learning tasks that require rigorous verbal and written argument skills.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers</td>
<td>09/2018 to 06/2019</td>
<td>Administrators</td>
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<tr>
<td></td>
<td></td>
<td>BFSC</td>
</tr>
<tr>
<td>All Teachers</td>
<td>09/2018 to 06/2019</td>
<td>Administrators</td>
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<td>BFSC</td>
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<td>Administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BFSC</td>
</tr>
</tbody>
</table>

- **Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.**

Each teacher will develop an end-of-semester DOK 4 and Common Core-aligned performance project centered on an argument pertinent to a real-world issue or problem in their respective subject area and course. This project will develop specific skill sets such as research, data analysis, critical thinking, writing skills, etc. for the purpose of preparing all students for the rigor of post-secondary learning.

- **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).**

All ADVANCE observation feedback to teachers pertaining to Danielson Domain 1 (Planning and Preparation) will be targeted towards increasing academic rigor and improving student engagement through curricula that is aligned to Common Core and developed with real-world learning activities.

- We will expand our professional development committee to allow more teachers, coaches and administrators to participate in the development of a year-long professional development plan geared towards meeting our goal of increasing academic rigor school-wide. - The professional development team will hone-in on all aspects of the Danielson Framework for Teaching Domains 1 and 3 (Instruction), which includes: designing coherent instruction, questioning and discussion techniques, engaging students in learning, and all aspects of formative assessment.

Beginning September 2018 an additional special education teacher will be hired to push in to core classes and support teachers with planning and differentiation. - Beginning September 2018 the ESL teacher will push in to core subject classes to support teachers with planning and support students who are classified as ESL students. More emphasis will be placed on planning and differentiation.

After each marking period, data, including student work products, will be gathered and analyzed by teacher teams, administration, and instructional coaches to help inform next instructional support steps.
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The school will hold informational sessions for students, parents and families at the beginning of the school-year. For example, there will be a new school-year orientation, so that the school’s counselors can review all graduation requirements and provide course and credit information. In addition, school leaders will set the instructional tone by sharing the school’s instructional and participation expectations. In the Fall, as well as in the Spring, teachers will be available to meet with students, parents, families to discuss individual course expectations including all assignments and key assessments.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

* Scheduling collaborative teacher time daily.
* Common Core exam analysis.
* Professional development on protocols and norms.
* Creation of formative assessments.
* Expert professional development and consulting services from CEI
* Academic Research Rounds PD through the BFSC (8 coverage days)
* Secretary PD sponsored by the BFSC.
* Math Teachers PD sponsored by the BFSC (4 coverage days)
* Special Education Compliance sponsored by the BFSC.

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| || C4E | || 21st Century Grant | || SIG | || 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 February 2019, 50% of teachers will be engaging their students in DOK4-aligned rigorous questioning and discussion activities with an accompanying rubric-driven performance assessment centered on a real-world argument.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

1. Common Planning meeting agendas and next steps
2. PD agendas and next steps
3. Curriculum maps
4. Student work/artifacts
5. NYS regents data
6. Scholarship reports
7. Artifacts and reports from kid talk sessions
Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

1. Our school’s strengths relative to the element of Supportive Environment during the 2017-2018 school-year include providing students with more individual planning and support attention via the hiring of an additional guidance counselor. Due to the addition of the second guidance counselor, more students have been seen multiple times and provided with more updated transcripts and graduation action plans. Furthermore, all staff members are accessible to students, especially those who are in crisis with issues.

2. During the 2018-19 school-year, the school’s priority needs will continue to be to rectify any and all transcript errors that have existed prior to the school’s current administration. We also continue to locate community resources that can holistically assist our students families.

3. The policies, practices and structures in place to support the whole child include continuously providing professional development for all staff in youth-development strategies and support, ensuring that guidance counselors have correct updated transcript information and that they are meeting regularly with their students to check for progress and to help create and/or revise action plans, providing mental health support (ex: help with anger management, etc.), and assisting students with the college application process including all aspects of the financial aid process.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019 100% of students will have received an updated personalized graduation tracker and action plan outlining all remaining courses and credits, as well as an outstanding Regents examinations they need in order to graduate.</td>
</tr>
</tbody>
</table>
# Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Potential Graduates</strong>&lt;br&gt;The guidance counselors will create a senior contract with each potential graduate during the fall semester. Contracts will be shared with parents.</td>
<td>Upon entrance as part of the orientation process; no later than end of Sept. for all returning students and then after January 2019</td>
<td>Guidance counselors</td>
</tr>
<tr>
<td><strong>Students and Parents</strong>&lt;br&gt;Teachers will update their grades in <em>Skedula</em> weekly. A copy of the progress report will be hand-delivered and mailed to students/parents. Guidance counselors will review the data and create an individualized improvement plan with each student; priority will be given to struggling students. Case conferences will be held during common planning to support students.</td>
<td>09/2018 through 06/2019</td>
<td>Teachers, guidance counselors and Administrators</td>
</tr>
<tr>
<td><strong>All Students</strong>&lt;br&gt;Guidance counselors, CBO staff and the attendance team will monitor student attendance and develop action plans to address individual student attendance issues. Incentives will be used, recognition of progress, parent contact and student contracts.</td>
<td>09/2018 through 06/2019</td>
<td>Guidance Counselors and Attendance teams</td>
</tr>
</tbody>
</table>

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### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The school will help families understand the nature of our school’s supportive environment in the same way that it will support families with understanding teaching and learning expectations and objectives: through new school-year orientation sessions for students and families hosted by guidance counselors and the parent coordinator.
Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

School resources will be used to secure coaching for administrative staff, Professional development for teachers and support staff and on line academic credit earning opportunities for students such as APEX and Castle Learning. Reading plus will be utilized to support our struggling readers.

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 | || 21st Century Grant | || SIG | || 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 February 2019, 100% of students will have received individualized check-in meetings with their guidance counselor to review their progress towards graduation and to create new action plans.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

1. Skedula
2. Regents Examination Data
3. AT5 reports
4. Student tracker for credit accumulation

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   - The school’s 2017-2018 strengths as aligned with the element of collaborative teachers are the teacher-led instructional cabinet and its ongoing meeting sessions designed to evolve pedagogical practice school-wide. This cabinet has been instrumental in building teacher leader capacity school-wide and by improving instruction and school focus by deciding upon instructional priorities.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - In terms of the school’s ongoing collaborative teacher needs, teachers need to meet more regularly to support each other via sharing best practices and addressing the overall needs of their shared students and the school as a whole. In essence, the school needs to continue to:
     1. Ensure that teachers are not working in isolation when developing unit plans and lesson plans that take into account data reflecting the needs of all subgroups.
     2. Provide staff with professional development regularly that has a specific focus on consistently providing instruction that aligns to the CCLS and includes higher-order questioning techniques that challenges students and engages all students in their learning experience and that has a focus on teacher teams and protocols for looking at student work.
     3. Teachers will meet to examine and use data to group students and provide learning activities that match the differing needs and abilities of these different groups; provide students with achievable next steps for learning based on data and other assessment analysis. Grouping is important in transfer school because we will admit students all year.
     4. Continue to promote a climate of collaboration through scheduled peer learning ‘walkthroughs’, team meetings, shared planning and school wide goals generated by teacher led professional development.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of the teaching staff will have created, implemented and assessed a comprehensive school-wide student work and Inter-visitation protocol used to peer-assess best teaching practices.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All Teachers | 09/2018 Through 06/2019 | Teachers; counselors; administrators |

Interdisciplinary Teacher teams will be established and designed to identify concepts and skills students will need to master in order to pass their Regents examinations, as well as to test out of remedial math and English classes for C.U.N.Y. - Norms and protocols will be established early to maximize professional learning time and common planning time. Teams will review student work and monitor student progress during the contractual collaborative teacher time. Teams will create intervention plans for low-performing students, evaluate the efficacy of those plans and adjust them accordingly.

Each department will choose at least one verbal argumentative strategy and one written argumentative strategy to incorporate into their instructional units and performance-based assessments. Their instructional impact will be monitored through the use of teacher team analysis of student work using any accompanying performance-base rubrics.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The parent coordinator, guidance counselors will hold parent workshops designed to provide parents/families with the tools need to support their children at home, alongside all teacher support.

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1- Teacher teams scheduled for collaborative teacher time  
2- Mock Regents schedule  
3- Instructional strategies chosen  
4- Selection of students for Inquiry  
5- Per-session for mock Regents examination facilitation and item analysis data work on Saturdays/ after-school will be provided, all other activities are embedded in the regular school day
### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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<th>21st Century Grant</th>
<th>SIG</th>
<th>PTA Funded</th>
<th>In Kind</th>
<th>Other</th>
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### 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 2019, teacher teams will have met a minimum of eight times and documented their summaries of their collaborative work in Teacher Team Binders along with sample action plans and student work samples from diverse learners.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

1. Weekly cabinet meetings where review of teacher team documents will occur
2. Advance Observations - Domain 4: Professional Obligations

#### Part 5c. In February 2019, 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

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td></td>
<td>For the 2017-2018 school-year, school leaders were successful in improving the school’s culture, tone and climate. Students are inside classrooms as opposed to loitering in the hallways and cutting class. Teacher and student expectations have been clearly communicated. In addition, school leaders created an instructional cabinet to build teacher leadership capacity and to improve instruction and overall student achievement. This instructional cabinet was created in response to a recent school environmental survey that denoted that teachers wanted more opportunities to be involved in the decision-making process.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td></td>
<td>For the 2018-2019 school-year, the priority needs for the element of Effective School Leadership (based on responses contained in the 2016-2017 school survey) are to build teacher leadership capacity and by engaging more staff in making school-wide decisions, and by formalizing our professional development support more.</td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

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<td></td>
<td>By September 2018, the Professional Development team consisting of teachers will have created and begun to implement a year-long professional development plan for 100% of our teachers using the step-by-step guidance provided by the <em>Handbook for Professional Learning</em>.</td>
</tr>
</tbody>
</table>
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Begin 7/2018 and continue until June 2019</td>
<td>Administration, Instructional Cabinet, Teachers, Instructional Coach</td>
</tr>
<tr>
<td>Teachers</td>
<td>7/2018 through 1/2019</td>
<td>Administration, Instructional Cabinet, Instructional Coach</td>
</tr>
<tr>
<td>Teachers</td>
<td>12/2018 and 06/2019</td>
<td>Administration, Instructional Cabinet, All Teachers, Instructional Coach</td>
</tr>
</tbody>
</table>

A school professional development team will re-create the QAHS Handbook for Professional Learning, so that it reflects the school's current professional development needs and academic performance goals.

The professional development team will create a 2018-2019 professional development plan. The team will assess the PD plan regularly and modify the learning plan for each team as needed.

The PD team will conduct periodic and an end-of-year evaluation of the efficacy of the professional development plan and handbook and modify these as needed based on holistic school need, as well as individual teacher need.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

As stated throughout this document, parents and families will be made aware of ALL school practices, expectations, systems/structures/protocols, deadlines, as well as Effective School Leadership strategies via the following communication venues: new school-year orientations, family newsletters, special family workshops and meetings, messages via School Messenger, other.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Contractual/mandated Professional Development time scheduled
- Professional Development Team
- School-wide retreat to develop a comprehensive schedule, analyze systems and structures, review teacher practice, establish relationships through team building and determine new instructional goals.
### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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<th>Title I SWP</th>
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<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### 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.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Ongoing surveys

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

1. The school has developed multiple tools for regular communication with students and families to foster student academic achievement. School leaders have ensured that there is regular communication between the school and its students and families and that this communication informs parents of the high expectations for student academic achievement. Queens Academy will continue to collaborate with Children’s Village building strong community and family ties.

Needs:

1. Ensure that all non-English speaking families can communicate reciprocally with the school.
2. Ensure that PD is provided for staff that equips them with the skills and expertise to develop strong relationships with parents; provide families with the tools and support to help them work with the school in improving academic achievement.
3. Provide data that is accessible and understood by parents that will enable them to support their child’s social and emotional developmental health and academic growth and advocate for services.
4. Provide concrete information related to higher education and the financial aid process.
5. Engage in the above mentioned via parent/family orientations, special parent/family meetings hosted by school leader, the parent coordinator, and guidance counselors.
6. Maintain and create new CBO partnerships to better support the needs of the school and each student.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the school will see a 10% improvement in yearly student attendance as a result of strengthening family and community ties.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Families</td>
<td>7/2018 to 6/2019</td>
<td>Parent Coordinator, Support Staff, Administration</td>
</tr>
<tr>
<td>Parents and Students</td>
<td>9/2018 to 6/2019</td>
<td>Guidance Counselors, Parent Coordinator and Computer Technician</td>
</tr>
<tr>
<td>Parents</td>
<td>9/2018 through 6/2019</td>
<td>Guidance Counselors, Parent Coordinator and CBO</td>
</tr>
<tr>
<td>Parents</td>
<td>09/2018 through 06/2019</td>
<td>Parent Coordinator and/or PA President and/or School Leaders</td>
</tr>
</tbody>
</table>

We will increase the use of social media resources to create avenues for reciprocal communication (including the posting of monthly parent newsletters) with parents/guardians, and families via a QAHS Facebook Page, school website, and by Messenger phone texts, etc.

We will make academic, attendance and anecdotal data available to parents and students through Pupil Path and Skedula and provide parents and students with training to access the data.

We will strengthen our parent outreach system with our CBO, Children’s Village.

The Parent Coordinator and/or Parent Association President and/or School Leaders will create a calendar of monthly parent workshops informed by a survey created by parents. We will provide parent workshops on various topics throughout the 2018-19 school-year.

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

*The Children’s Village, LTW, C.U.N.Y.*

### Part 4 – Budget and Resource Alignment

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- CBO
- Website
- Parent handbook and monthly newsletters
- Skedula/PupilPath
- Progress reports
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2019, *Queens Academy High School* student daily attendance will have increased by 5%.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- ATS attendance reports

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>ELA Regents score does not meet the standard.</td>
<td>Regents Preparation Regents Tutoring</td>
<td>Small Group Tutoring</td>
<td>Regents Prep classes and Regents Prep after school, before school or during Saturday</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math Regents score does not meet the standard</td>
<td>Regents Preparation Regents Tutoring</td>
<td>Small Group Tutoring</td>
<td>Regents prep classes and Regents Prep after school, before school or during Saturday</td>
</tr>
<tr>
<td>Science</td>
<td>Science Regents score does not meet the standard</td>
<td>Regents Preparation Regents Tutoring</td>
<td>Small Group Tutoring</td>
<td>Regents Prep classes and Regents Prep after school, before school or during Saturday</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies Regents score does not meet the standard</td>
<td>Regents Preparation Regents Tutoring</td>
<td>Small Group Tutoring</td>
<td>Regents Prep classes and Regents Prep after school, before school or during Saturday</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>I.E.P. mandated</td>
<td>One-to-One and small group counseling. Student who require intensive counseling are referred to outside mental health services.</td>
<td>Small Group or One-to-One Tutoring</td>
<td>Regents Prep classes and Regents Prep after school, before school or during Saturday</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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

   - Set aside funds allow for school supplies, transportation and other items.
   - Referrals to Covenant House and The Door

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

The majority of staff at Queens Academy High School have been teaching for at least 10 years. Queens Academy High School does not have high teacher turnover. Staff members are assigned courses based on license area and interest.

In order to ensure staff members are highly qualified, they receive a variety of supports, ranging from professional development, individually coaching and targeted feedback, outside professional development, memorandums, and team work to foster professional decision making.

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).

Our professional development will be coordinated by our professional development committee, comprised of teachers and administrators. Through common planning time, content teacher teams would engage in the inquiry process to determine instructional strategies to support all students around the instructional focus aligned to the Common Core State Standards. Teachers would examine student work products for evidence of mastery of concepts and skills, gaps in learning, and strategies and actions plans to address them.

In addition to teacher teams, staff members will receive monthly professional development in faculty and department meetings. They will also attend outside workshops, conferences, institutes, and other study groups. All professional development will target supporting our students in college and career readiness.

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).

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers have the autonomy to construct assessment measures. Assessments must be reliable, valid, and test a variety of concepts, skills, and thinking levels. Teachers will receive professional development based on need. This can range from designing performance tasks, examining student work protocols to determine next instructional steps, and peer feedback, to name a few.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Verify with an (X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Column B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Section Reference(s)</td>
</tr>
</tbody>
</table>

2018-19 CEP
<table>
<thead>
<tr>
<th>Title I Part A (Basic)</th>
<th>Federal</th>
<th>$156,011.00</th>
<th>X</th>
<th>5A - 5, 6, 7, 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>5A-5E, 6, 7, 8</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>5A-5E, 6,7,8</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>NA</td>
<td>5A-5E, 6,7,8</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,628,315.00</td>
<td>X</td>
<td>5A-5E, 6, 7, 8</td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in
effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note**: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Queens Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-Parent Compact (SPC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queens Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
<tr>
<td>I. School Responsibilities:</td>
</tr>
<tr>
<td>s Standards and Assessments by:</td>
</tr>
<tr>
<td>● using academic learning time efficiently;</td>
</tr>
<tr>
<td>● respecting cultural, racial and ethnic differences;</td>
</tr>
<tr>
<td>● implementing a curriculum aligned to the Common Core State Learning Standards;</td>
</tr>
<tr>
<td>● offering high quality instruction in all content areas;</td>
</tr>
<tr>
<td>● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Elementary and secondary Education Act (ESSA)</td>
</tr>
<tr>
<td>Support home-school relationships and improve communication by:</td>
</tr>
</tbody>
</table>

2018-19 CEP
● 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$^{st}$ 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 Title I requirement for Every Student Succeeds Act (ESSA) 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.

**Support for Parents and Family Members of Title I Students**

Queens academy 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;

**Parental Involvement and School Quality**

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.

**Encouraging School-Level Parental Involvement**

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:
• actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;
• engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds 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)

Queens Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum
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 Elementary and Secondary Education Act (ESSA)

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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;
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.
**Addendum: Community School Partnerships**

**Directions:** The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

**Part 1 – Community School Partnerships Goal(s)**

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTW and the CBO are instrumental partners in the success of the school. Increasing opportunities for success and augmenting the parent engagement within the school will increase the success of students.</td>
</tr>
</tbody>
</table>

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By January 2019 the Community School Programs will increase student attendance to 60%

**Please answer the following Question as it relates to meeting your Community School Annual Goal(s):**

How will achieving your Community School Goal(s) -- in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness -- support your academic goals for students?

Increasing attendance increases academic performance

**Part 2 – Community School Partnerships Core Services Action Plan**

**Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.**

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Village</td>
<td>LTAs</td>
<td>Attendance</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Part 3 – Budget and Resource Alignment**

**Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.**

Data Specialist

New Visions Sorter

**Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.**

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Part 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

The New Visions Sorter is a vital tool to analyze credit gaps, attendance trends, and mentoring programs, etc.

Part 4 – Community School Partnerships Oversight

Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students

Learning to Work in conjunction with the CBO will be offering data strategies to implement targeted interventions for all community stakeholders.

Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Support for the SBO, LTW, Admin and Staff to ensure sound implementation and data analysis to ensure success of all the programs.

Part 4c. Timeline for implementation and completion, including start and end dates.

Start Date: Summer 2018

Implementation from Summer Planning: Fall 2018

End Date: June 2019
<table>
<thead>
<tr>
<th><strong>Ongoing Assessment - Weekly and Monthly.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 4d. Mental Health Work Plan</strong></td>
</tr>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the "English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>Coach</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>School Counselor</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Field Support Center Staff Member</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Other (Name and Title)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>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]</td>
<td>Number of special education teachers with bilingual extensions</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
</table>
**Part II: ELL Demographics**

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs):

<table>
<thead>
<tr>
<th>Check all that apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>TBE</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

4. What structures do you have in place to address interventions once the summative data has been gathered?
5. How does your school use 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.]

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

---

**Part IV: ELL Programming**

**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.
   b. TBE program. *If applicable.*
   c. DL program. *If applicable.*

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)?

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.

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

5. 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
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

10. If you had a bilingual program, what was the reason you closed it?

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

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

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

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

16. 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).

17. What language electives are offered to ELLs?

18. 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) EPs and ELLs 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)?

### 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 and non-pedagogic staff.) 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?

2. **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.

### 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?

2. **Describe ELL parent involvement in your school.** Include specific activities that foster parental involvement for parents of ELLs.

### 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.
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Shomari Akil, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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<td></td>
<td>1/1/01</td>
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<tr>
<td>Assistant Principal</td>
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<td>1/1/01</td>
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<tr>
<td>Parent Coordinator</td>
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<td>1/1/01</td>
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<tr>
<td>ENL/Bilingual Teacher</td>
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<tr>
<td>Parent</td>
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<td>Teacher/Subject Area</td>
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<tr>
<td>Coach</td>
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<tr>
<td>Coach</td>
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<tr>
<td>School Counselor</td>
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<tr>
<td>Superintendent</td>
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<td>1/1/01</td>
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<tr>
<td>Field Support Center Staff Member</td>
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<tr>
<td>Other</td>
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<td>1/1/01</td>
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<td>Other</td>
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<td>Other</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 25Q540  School Name: Queens Academy High School  Superintendent: LaShawn Robinso

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

This readily available data allows for our staff to know our parents' preferred languages.

The certified ENL teacher and certified guidance counselor also refer to the Home Language Identification Surveys of our ELL students to ensure that both oral and written communication with parents is in the parents' preferred language.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Communication: English, Spanish, Russian, Korean, Pashto, Urdu, Georgian, Haitian Creole, Bengali, Chinese, French, Philipino (Tagalog), Turkish</td>
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<tr>
<td>Spoken: English, Spanish, Russian, Korean, Pashto, Urdu, Georgian, Haitian Creole, Bengali, Chinese, Mandarin, French, Philipino (Tagalog), Turkish, Hindi</td>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, and Urdu). If this is not applicable to your school please write N/A.

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school translates all major written communication into parents' preferred languages. This includes all forms that are utilized by the certified guidance counselor during the orientation process, including the Home Language Identification Survey and the Program Selection forms. Progress reports and report cards are translated by our parent coordinator (through outside contracting) before they are mailed home to families. The certified ENL teacher sends ENL continuation, entitlement, and non-entitlement</td>
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</table>
letters to parents in the home languages (using translation forms on the DOE website). The parent coordinator also has school letters, including the monthly newsletter, translated into home languages. Letters informing parents of parent weekend workshops and major school events are also translated into parents' preferred languages. The ENL teacher participates in translating letters into Spanish. For letters and written communication in other languages for which forms are not available on the DOE website, translation services are requested from the Translation and Interpretation Unit by the parent coordinator.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>Oral interpretation services for parents are provided in a multitude of ways. First, we have staff on board who are fluent in Spanish, French, Greek, Haitian Creole, Hindi, and Punjabi. These staff members are available for phone and in-person parent conferencing. Guidance counselors, teachers, and other staff are encouraged to use the DOE Translation Unit for oral translations for languages other than those outlined above. Our staff uses this hotline during orientations, parent-teacher conferences, and counselor-parent conferences. Phone call outreach is made via both machine-automated and personal messages in Spanish to reach Hispanic parents. Also, our Spanish speaking guidance counselor is present for parent weekend workshops. During orientation, the Parent Orientation Video is presented to parents in their home language so parents can</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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