2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 26Q415
School Name: BENJAMIN N. CARDOZO HIGH SCHOOL
Principal: MEAGAN COLBY
Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Benjamin N. Cardozo High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>26Q415</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>N/A</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>9-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>5700 223rd street, Bayside New York</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-279-6500</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-631-4880</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Meagan Colby</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:mcolby@schools.nyc.gov">mcolby@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Meagan Colby</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Dino Sferrazza</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Tiffani Davis, Madeline Rosario</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Meagan Colby</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Richard Gao, LeezaPeerzada</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

| Geographical District: | 26 |
| Superintendent: | Elaine Lindsey |
| Superintendent’s Office Address: | 30-48 Linden Place, Flushing, NY 11354 |
| Superintendent’s Email Address: | elindse@schools.nyc.gov |
| Phone Number: | (718) 281-3517 |
| Fax: | (718) 281-7690 |

**Field Support Center (FSC)**

2018-19 CEP
FSC: Queens North

Executive Director: Lawrence Pendergast

Executive Director’s Office Address: 28-11 Queens Plaza North, Queens, NY 11101

Executive Director’s Email Address: lpender@schools.nyc.gov

Phone Number: 917-225 2020

Fax:
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent 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>
</tr>
</thead>
<tbody>
<tr>
<td>Meagan Colby</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Dino Sferrazza</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tiffani Davis</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Richard Gao</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>LeezaPeerzada</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Madeline Rosario</td>
<td>PTA Co-President</td>
<td></td>
</tr>
<tr>
<td>Sheila Clark</td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Justin Chew</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Ann Sund</td>
<td>Member/ Secretary</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Jocelyn Brathwaite</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Raymond Lorentz</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Betsy Tam-Greene</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jennifer Reich</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>John Gabros</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Amy Melendez</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Scott Quintero</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>

2018-19 CEP
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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>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>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>Our school mission statement sums up the holistic approach that we take: &quot;Our school's mission is to be a school of excellence AND a school with a heart. Known for its academic achievement, Cardozo High School recognizes that a brilliant mind devoid of compassion is lacking the humanity that defines success. Therefore, we promote character by creating a community in which each individual is valued and respected. Central to our mission is the goal to design, implement and operate programs throughout the school reflective of the specific needs and unique challenges of our school community as defined by all its students (General and Instructional Support Services Students, ELL, at-risk and...&quot;</td>
</tr>
</tbody>
</table>

2018-19 CEP
advanced) and faculty, staff, parents and the broader community at large. In all we do, we maintain high expectations for everyone!".

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.

Benjamin N. Cardozo High School is one of the largest and most successful comprehensive zoned high schools in New York City. Our school motto is "a school of excellence with a heart" and we work tirelessly to uphold the standards of academic excellence that define our school while ensuring that all students are taken care of from a holistic point of view.

We have several programs that we are very proud of including the DaVinci Screened Math and Science Program which has an engineering strand and a biomedical strand, our educational option Institute of Political Science, Law and Ethics, our educational option Journalism and Media Studies Program, and our audition Dance Program. In addition to our application programs, we have a number of internal SLC programs for our Liberal Arts (zoned) students including, PLTW Computer Science, Criminal Justice, Theater Arts, Gateway and NJROTC. We provide all of our students with rigorous educational programs that provide choices that appeal to the varied learning styles of our large student body. The reasons for the school’s success are a reflection of the collaboration that exists between staff, students, parents, and all other strands of the school community. We always take a collaborative approach in our decision making process.

Cardozo High School’s curriculum is rigorously aligned to the NYS next generation Standards. Our curriculum promotes higher order thinking skills. Teacher units and lessons utilize pedagogical tools such as Bloom’s taxonomy and Webb’s Depth of Knowledge to promote critical thinking and higher order thinking skills that will prepare the student for college and career readiness. Teacher teams develop unit and lesson plans that challenge students through increased document based writing where citation from the text becomes standard practice in a class. Math curriculum incorporates text and reading based activities that promote higher order thinking. Increased rigor is reflected in all disciplines and is expected from learners of all levels. Students engagement is promoted through lessons that create opportunities for student initiated tasks and inquiry.

We hold all of our students, staff, and parents to high expectations. For instance, all students, regardless of achievement level are urged to take 4 years of math and science and to challenge themselves with extra years of foreign language. In addition, our advanced placement course programming follows our school’s philosophy that all students can learn. In a majority of the school’s AP courses, enrollment is open; Exposure to college level work is just as important as success on the Advanced Placement Exam in fostering college preparedness. Also, we offer College Now courses in collaboration with St. John's University, Adelphi University, and Queens College and have partnered with Queensborough Community College to offer additional courses there.

3. Describe any special student populations and what their specific needs are.
We have a special needs population of nearly 570 students and an ELL population of approximately 200 students. We strive to differentiate instruction for all of our different learning types while maintaining the academic rigor that our school is known for. We utilize flexible programming for our students with disabilities and are currently expanding our ENL co-teaching program in an attempt to best support our ENL students. Our SWD population is comprised of students with academic delays, speech and language delays and social-emotional needs specific to their diagnoses. This year we have an increased number of students who fall on the Autism spectrum as well as a growing number of students who are classified for both ISS and ENL services.

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.

To address the rigorous instruction aspect of the Framework for Great Schools, various departments have been working closely within their teacher teams in rolling out rigorous writing and critical thinking components that satisfy the next generation standards in each class, while focusing on non-fiction texts. In addition, in the 2017-18 school year our ELA department fully adopted the use of Collections as a core curriculum. Departments in all disciplines have incorporated argumentative writing into their curriculum, and are an expectation of the class. As part of our school’s instructional focus, we are emphasizing student engagement; therefore, our teacher teams are creating activities that involve all students, and offer a wide array of tasks so that students have the chance to fully understand the lesson.

Additionally, with the approval of a School Based Option for the 17-18 and 18-19 school years, we have been able to foster an environment of collaboration for teachers in line with the Framework for Great Schools by creating common planning time for our teachers. This has allowed them the time needed to further develop curriculum, analyze key data trends, and reach out to all strands of the Cardozo HS community. This SBO has also allowed us to build additional time in for community and family engagement aligned to the Strong Family-Community ties portion of the framework which was an area identified as needing improvement on our school environment survey. This year we are continuing to expand the use of the SKEDULA program to promote increased parental awareness of student progress.

Key areas of focus for the 2018-19 school year continue to align with the rigorous instruction, collaborative teachers, and strong family-community ties portions of the Framework for Great Schools.
### School Demographics and Accountability Snapshot for 26Q415

#### School Configuration (2018-19)
- **Grade Configuration**: 09,10,11,12
- **Total Enrollment (2017-18)**: 3699
- **SIG Recipient (Y/N)**: No
- **English Language Learner Programs (2018-19)**: N/A
- **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)**: 3699
  - **# Special Classes (ELA)**: 250
  - **# SETSS (ELA)**: 108
  - **# Integrated Collaborative Teaching (ELA)**: 287
  - **# Special Classes (Math)**: 240
  - **# SETSS (Math)**: 52
  - **# Integrated Collaborative Teaching (Math)**: 264
- **Type and Number of Special Classes (2018-19)**: 24
  - **# Visual Arts**: 5
  - **# Music**: 18
  - **# Drama**: 2
  - **# CTE**: N/A
- **School Composition (2017-18)**
  - **% Title I Population**: 66.0%
  - **% Attendance Rate**: 91.1%
  - **% Free Lunch**: 55.6%
  - **% Reduced Lunch**: 10.9%
  - **% Limited English Proficient**: 4.4%
  - **% Students with Disabilities**: 13.0%
  - **% American Indian or Alaska Native**: 0.8%
  - **% Black or African American**: 22.0%
  - **% Hispanic or Latino**: 22.3%
  - **% Asian or Native Hawaiian/Pacific Islander**: 42.0%
  - **% White**: 13.6%
  - **% Multi-Racial**: 2.1%
- **Years Principal Assigned to School (2018-19)**: 2.09
- **# of Assistant Principals (2016-17)**: 16
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 13%
- **% Teaching with Fewer Than 3 Years of Experience**: 1%
- **Average Teacher Absences (2014-15)**: 8.1
- **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) (2016-17)**
  - **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A
- **Student Performance for High Schools (2016-17)**
  - **ELA Performance at levels 3 & 4**: 94%
  - **Mathematics Performance at levels 3 & 4**: 94%
  - **US History Performance at Levels 3 & 4**: 93%
  - **4 Year Graduation Rate**: 88.1%
  - **6 Year Graduation Rate (2011 Cohort)**: 95.1%
  - **Regents Diploma w/ Advanced Designation**: 34.3%
  - **% ELA/Math Aspirational Performance Measures (2015-16)**: 48%
- **Overall NYSED Accountability Status (2018-19)**: N/A
- **Student Reward**: No
- **Recognition**: N/A
- **In Good Standing**: Yes
- **Local Assistance Plan**: No
- **Focus District**: Yes
- **Focus School Identified by a 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**: YES
  - **Asian or Native Hawaiian/Other Pacific Islander**: YSH
  - **White**: YES
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: N/A
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: YES
  - **ALL STUDENTS**: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - **American Indian or Alaska Native**: N/A
  - **Black or African American**: NO
  - **Hispanic or Latino**: NO
  - **Asian or Native Hawaiian/Other Pacific Islander**: YSH
  - **White**: NO
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: NO
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: YES
  - **ALL STUDENTS**: YSH

- **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**: YES
  - **White**: YES
  - **Multi-Racial**: N/A
  - **Students with Disabilities**: YSH
  - **Limited English Proficient**: N/A
  - **Economically Disadvantaged**: YES
  - **ALL STUDENTS**: YES
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

| 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's strengths relative to this framework element are that with approximately 200 teachers, there are many examples of rigorous instructional activities and deep thoughtful discussions filled with critical thinking taking place. We will be utilizing our internal strengths to model best practices as we move toward a more consistent, uniform understanding and delivery of rigorous and engaging instruction. Cardozo's exceptionally high rates for attendance, graduation, credit accumulation, college placement and applications to enter the school all evidence its success to date as evident in the School Quality Snapshot and NYSED School Report Card. In addition, during the 2018-19 school year Cardozo High School will be participating in a Sustainable Professional Learning Pilot program with the Queens North BFSC which will target the areas of rigorous instructional planning and implementation.

2. Analysis of in-class observations, lesson plan review, Quality Review documentation, and dialogue among administration, faculty, students, and parents indicate need for increased rigor in classrooms as well as in increase in activities that promote student engagement. With emphasis on the incorporation of next generation standards, additional research and development for ongoing growth amongst all learning populations - especially SWDs and ELLs - in conjunction with dialogue among all stakeholders is essential. Feedback from 2017-18 PPO visits showed inconsistencies in the level of rigor observed during classroom lessons and indicated a need to increase levels of student engagement as well as normalize standards for assessment and grading across disciplines.

Specific data points indicating need:

PPO/QR 2017-18: Indicators 1.1 and 1.2 listed as school area of focus

LES: 57% of students feel challenged in their classes (below Borough and City averages)

MOTP averages: 1E - 2.8, 3B - 2.8, 3C - 2.8, 3D - 2.8

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. |

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. |

| 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. |

2018-19 CEP
Throughout the 2018 to 2019 academic year, Benjamin N. Cardozo High School will focus on purposeful planning across content areas with an emphasis on increasing classroom rigor and building student capacity to independently succeed with challenging academic tasks. This will be evidenced by the LCI’s Evaluative Checklist of Academic Rigor, student responses regarding rigorous instruction in the learning environment survey, student achievement rates and mastery at the end of the year, and rating data from the PPO or QR 1.1, 1.2.
### 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><strong>Target Group(s)</strong> Who will be targeted?</th>
<th><strong>Timeline</strong> What is the start and end date?</th>
<th><strong>Key Personnel</strong> Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals, lead teachers, teacher teams</td>
</tr>
<tr>
<td>Attendance and Participation in Professional Development related to next generation standards integration, learning standards for General Education, SWD and ELL students.</td>
<td>3x monthly morning PL Sessions 9/18-6/19</td>
<td>Principal, Assistant Principals, lead teachers, teacher teams</td>
</tr>
<tr>
<td>Development of teacher teams for cross-curricular curriculum development and review of curricular coherence.</td>
<td>3x weekly meetings for inquiry teams 9/18-6/19</td>
<td>Principal, Assistant Principals, lead teachers, teacher teams</td>
</tr>
<tr>
<td>Review of student performance on uniform quarterly exams, report card data, regents results. Extensive parent outreach via SKEDULA, parent coordinator updates and conferences.</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals, lead teachers, teacher teams, Parent Coordinator, Guidance Counselors</td>
</tr>
<tr>
<td>Our SBO created additional teacher team meeting time as well as additional professional development opportunities throughout the school year. The revised schedule will provide the opportunity for weekly PD. Specifically we will focus on Domain 3.</td>
<td>Every Monday, Tuesday, Wednesday and Friday</td>
<td>Principal, Assistant Principals, lead teachers, teacher teams</td>
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<tr>
<td>A peer inter-visitation program will be established for the sharing of best practices.</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals, lead teachers, teacher teams</td>
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</tbody>
</table>

### 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.
Throughout the 2018-19 school year content area and guidance/college office representatives will participate in monthly parent meetings on a variety of topics across content areas, safety, discipline and college and career readiness. The workshops will include an overview of pacing calendars and topics covered as well as time for students’ families to ask questions regarding content and student progress. The APs of Supervision and PPS will work in conjunction with the guidance department and the Parent Coordinator to organize and supervise these sessions.

**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.

The following resources will be utilized in order to implement the action plan:

- Teacher and Guidance Counselor Per Session to review student performance and plan and implement interventions
- OTPS- Postage will be used to mail home regular progress reports to parents
- AP, Teacher and Guidance Counselor Per Session to run the evening parent workshops
- Per Diem Coverage for school day PL sessions will be provided by Queens North BFSC

**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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<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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<td>X</td>
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<td>21st Century Grant</td>
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<td>PTA Funded</td>
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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.

Monthly monitoring of component ratings in Domain 3. Data is to be reviewed in February 2019 to note progress ADVANCE MOTP scores.

Citation of rigor and engagement levels in Advance observations.

- **School Quality Guide/Learning Environment Survey:** During the 2018-19 school year we will improve students’ positive response from 57% to 60% for the question about being challenged in their classes to be measured when we get LES results.
- **PPO/QR:** During the 2018-19 school year QR indicators 1.1 and 1.2 will no longer be listed as areas of focus for Benjamin N. Cardozo High School.
- **Evaluative Checklist/Matrix of Academic Rigor:** During the 2018-19 school year 85% of the teachers at Benjamin N. Cardozo High School will use the Learner Centered Initiative’s Checklist and Matrix for Academic Rigor to evaluate lesson/unit plans a minimum of two times in the academic year, which will be measured via post-observation data taken quarterly.

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

ADVANCE observation system for data collection and tracking.
Part sc. 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

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.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

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–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.

Cardozo High School seeks to expand post-secondary readiness among ELL and SWD subgroup students. During the 2018-19 school year, Cardozo High School will host a minimum of two transition nights for students who may be taking non-traditional post-secondary paths. In addition, Cardozo High School will participate in the College Access for All program, MBK, as well as the Lead Higher Initiative to close the opportunity gap by 25% for 10th and 11th graders in underrepresented subgroup populations who are interested in taking advanced level coursework.
### 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>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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| - ESL teachers will expand their teaching toolkit by using modes other than English to perpetuate the importance of communication (graphs, visuals, etc).  
- Vocabulary work will coincide with school-wide development of Academic Vocabulary aligned to Common Core instructional shifts.  
- To increase writing across the curriculum and to especially concentrate in ESL classes and SWD classrooms | Teachers         | 09/18-6/19 | Principal, Assistant Principals |
| Introduce faculty members to CR Part 154 requirements and provide PD to expand faculty awareness of best practices in area of ELL and SWD teaching techniques. | Teachers         | 09/18-6/19 | Principal, Assistant Principals |
| Planning and Implementation of Transition Nights and representation of trade/vocational programs at College Night | Teachers, College Office | 09/18-6/19 | Principal, Assistant Principals |
| Outreach to parents and conversations between parents, students, teachers and guidance counselors to review student performance. | Teachers, Assistant Principals, Parent Coordinator, Guidance Counselors | 09/18-6/19 | Principal, Assistant Principals |
| Send key personnel to training sessions on College Access 4 All, Lead Higher and MBK Initiatives | Teachers, Assistant Principals, Guidance Counselors | 09/18-6/19 | Principal, Assistant Principals |

### 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.
Throughout the 2018-19 school year we will hold evening counselling sessions as well as parent workshops in supporting subgroup students. In addition, we will host specific Fall orientation sessions for our IEP and ENL parents to familiarize them with key personnel whom they can work with to support their students. In addition, we will hold one informational PTA session per semester to introduce families to transition services and vocational programs. The Instructional APs of ELA/ENL and Mathematics as well as the AP ISS, the AP Guidance and the College Office will be responsible for the oversight.

**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.

Per Session funds will be allocated to teachers and guidance counselors to review student performance and plan interventions.

OTPS- Postage to mail home progress reports

Funding of SKEDULA/Pupil Path to assist with parent outreach and allow parental progress monitoring.

Title III funds to implement tutoring and Saturday classes.

**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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**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.

Progress towards the annual goal would be evident by the successful completion of at least one transition event by the end of the Fall Term and by measuring the disproportionality gap in college level course requests.

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

Data is to be reviewed in February 2019 to analyze attendance of ELLs and SWDs at planned support events.

**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.
   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. According to the NYC Quality Guide for 2017-18, teachers feel that they collaborate well with one another on instructional programs and 86% of teachers feel that they make a conscious effort to coordinate their instruction across grade levels. In support of maintaining and raising these statistics, Cardozo High School has adopted an SBO for the 2018-19 school year which allows for teacher teams to meet on three professional periods every week. In addition, the SBO schedule allocates up to three mornings per month for teacher led professional learning. During the 2018-19 school year Cardozo High School was chosen to be the pilot high school for the Queens North BFSC Sustainable professional Learning Pilot program. In addition to the in-house professional learning opportunities, Cardozo High School led Queens North last year in teachers leaving the building to attend PL series events facilitated by FSC support specialists and those teachers turn-keyed their workshops at department meetings. This practice will continue during the 2018-19 school year.

   2. While there has been increased focus on PL and teacher teams over the last two school years, the processes for collaborative professional learning are rudimentary in their current structure. We have basic systems in place for teacher team work but coherence is lacking both within and across disciplines. There is a need for teachers to have a time and place to conduct their own needs assessments which will help to drive the PL and inquiry work and once the need is identified there is facilitation/coaching required to plan and deliver professional learning. PPO feedback indicates a need for teacher teams to begin to evaluate the quality of learning tasks embedded in unit and lesson plans to ensure that there is a shared understanding of rigor and differentiation across the school. In order to achieve this, inquiry and PL cycles will have to be formally established to facilitate these conversations and drive pedagogical changes.

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.

During the 2018-19 school year Cardozo High School will plan and implement improved structures for teacher team inquiry and professional development. We will expand the organization of teacher teams to allow for increased focus on cross-curricular coherence, differentiation, common planning, professional development and student engagement. During the 2018-19 school year Cardozo High School will plan and implement a Professional Learning Committee which will be comprised of administrators and lead teachers. The committee will receive training on how to successfully plan and facilitate professional learning sessions and the result will be a minimum of 3 cycles of teacher-led professional learning for each content area per each semester.
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>
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<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>
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<tbody>
<tr>
<td>Clarify expectations of SBO time schedule as it relates to teacher teams and PL cycles</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals, UFT</td>
</tr>
<tr>
<td>Organize teacher teams for curriculum development, common planning, and review of assessments and grading across disciplines</td>
<td>Teachers, Assistant Principals</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Teacher teams comprised of teachers from all core content areas as well as teachers of ENL and ISS</td>
<td>Teachers, Assistant Principals</td>
<td>9/18-6/19</td>
<td>Assistant Principals, Teachers</td>
</tr>
<tr>
<td>Implement a series of professional learning opportunities where teacher members review tasks and activities in alignment with LCI rigor checklist and matrix</td>
<td>Teachers, Assistant Principals</td>
<td>9/18-6/19</td>
<td>Assistant Principals, Teachers</td>
</tr>
<tr>
<td>Review teacher team work and share outcomes with whole staff</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Integrate newly developed/revised curriculum and support clinical teacher rounds to promote sharing of best practices</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
</tbody>
</table>

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.

During the 2018-19 school year teacher teams will be conducting inquiry cycles to address student achievement in identified high leverage areas such as credit accumulation for bottom 1/3 students, Algebra I passing rates for SWD and ELA regents passing rates for ENL expanding students. The teacher teams will be coming up with strategies to improve student achievement which in most cases will only be successful with a strong teacher-parent connection. Teachers and guidance counselors will be providing progress reports to parents throughout the school year as well as regularly updating pupil path with both grade data as well as anecdotal data so that families will have an ongoing understanding of their student’s progress. The oversight of this will be from the department administrators and the lead teachers that are facilitating the inquiry groups.

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.

Utilization of SBO schedule to allow for collaborative teacher time.

Prep coverages to facilitate additional teacher team meetings.

PD opportunities offered by Queens North Borough Field Support Office per diem for these PD session coverages will be supplied by the BFSC.

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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<td>Other</td>
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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.

Data is to be reviewed in February 2019 to assess formation, participation and work products of teacher teams. By February 2019 all faculty members will have completed at least three professional learning cycles.

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

Progress will be measured by agendas, discussions, and outreach records from team meetings in addition to work products resulting from team meetings. In addition, ADVANCE data will be used to assess positive changes in 1E and Domain 3 as a result of the PL sessions. Interim student surveys will be used with a focus group to collect further data on the PL implementation.

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

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 latest PPO indicated an area of celebration where "The principal continues to ensure that student program groupings and interventions, including those for ELLs and SWDs, is developing to support access to learning opportunities that lead to college and career readiness."

2. The most recent Quality Review showed inconsistency in the level of rigor observed during classroom lessons. In addition the latest PPO report indicated that "Curricula and academic tasks continue to inconsistently emphasize rigorous habits and higher order skills across grades, subjects, and/or for English Language Learners (ELLs) and students with disabilities (SWDs)." and "Across the five classrooms that were visited student work products and discussions continue to reflect uneven levels of student cognitive engagement and participation. Questioning and other scaffolds were not consistently utilized to provide multiple entry points so that all learners are engaged in challenging learning tasks. Observed trends across classrooms continue to include a lack of opportunity for students to participate in high level student-to-student discussions, low level questions being posed to students, and pacing that left little or no time for students to take ownership over their work or engage in metacognition."

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.

By June 2019 Cardozo High School administrators and lead teachers will participate in a minimum of four professional learning walks/classroom visits, in order to ensure administrative calibration, support building leaders on their implementation of the Danielson Framework, gauge the progress of PL sessions, and also as an additional means of providing accurate and specific feedback of instructional trends, areas of celebration, areas of focus and actionable next steps to teachers and APs focusing on 1E and Domain 3.
### 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).

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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>SBO time will be devoted to professional development specifically focusing on using data to drive instruction and increase student achievement.</td>
<td>Assistant Principals, Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>A peer inter-visititation program will be established for the sharing of best practices as well as to drive the focus on upcoming PL cycles.</td>
<td>Assistant Principals, Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
<tr>
<td>Cabinet meeting time will be devoted to calibration of supervisors on rating.</td>
<td>Assistant Principals</td>
<td>9/18-6/19</td>
<td>Principal</td>
</tr>
<tr>
<td>C-6 periods will be used to provide time and opportunities to do structured peer visitations.</td>
<td>Teachers</td>
<td>9/18-6/19</td>
<td>Principal, Assistant Principals</td>
</tr>
</tbody>
</table>

### 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.

Throughout the 2018-19 school year families will be invited and encouraged to come to school for both academic and extracurricular showcases of student work and progress, such as the talent show, Art Show, Music and Dance Concerts, ARISTA installation and awards night. In addition the administration will work in collaboration with families through PTA involvement in the planning of school events. We will also continue our partnership with parents who we train to volunteer in our college office to assist students with the college application process. Practices and findings of the learning walks will also be shared with parents at monthly SLT meetings.

### 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.

SBO time schedule, Cabinet meetings, Administrators, model teachers

**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>X</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tax Levy</td>
<td>Issue C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
</tr>
</tbody>
</table>
### Part 5 – Progress Monitoring

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher effectiveness and administrator calibration will be monitored monthly by reviewing teacher ratings on observations in Advance. By February 2019 2/4 learning walks will be completed and best practices and identified trends will be shared.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advance teacher ratings and peer visitation feedback forms.</td>
</tr>
</tbody>
</table>

| 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. Our most recent School Quality Guide indicates that over 90% of parents feel that the Principal and the teachers respect them and that they trust the teachers and the Principal. Over 90% of families say that teachers are responsive to them and that they are satisfied with the education that their child receives.

2. We recognize that strong partnerships between schools and families is essential to the academic success of our students. It is well documented that there is an overall decline in parent involvement in high school and this is evident in conversations and meetings that take place across our school. Extensive discussions among the SLT, PTA Executive Board and the faculty point to a desire for increased direct parent involvement in school as well as increased accessibility of student data to parents on a daily basis. The School Quality Guide indicates that there is a disconnect between the teachers’ feeling of close work with families and the parents indicating that only 43% of parents say that they have had the opportunity to volunteer time to support their child's school.

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 Cardozo High School will define and implement strategies to increase the level of parent involvement to better support students' goals and overall achievement. During the 2017-18 school year parent attendance at PTA meetings was approximately 25 parents on average per month. By the end of the 2018-19 school year we hope to be at 50 parents on average per month. Other measures of parent participation will include attendance at PTA meetings, attendance at SLT meetings, attendance at school events and parent initiated communication between parents and staff.
### 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>Activity</th>
<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>Publication of a parent newsletter</td>
<td>Parents</td>
<td>9/18-6/19</td>
<td>Parent Coordinator, Principal, Assistant Principals</td>
</tr>
<tr>
<td>Notification of school events via school website, social media and school messenger communications</td>
<td>Principal, Assistant Principal, Parents</td>
<td>9/18-6/19</td>
<td>Parent Coordinator, Principal, Assistant Principals</td>
</tr>
<tr>
<td>Use of parent’s preferred language for content that is sent home</td>
<td>Principal, Assistant Principal, Parents</td>
<td>9/18-6/19</td>
<td>Parent Coordinator, Principal, Assistant Principals</td>
</tr>
<tr>
<td>Restructuring of PTA meetings to have APs present valuable information to keep parents do informed of key school events</td>
<td>Principal, Assistant Principal, Parents</td>
<td>9/18-6/19</td>
<td>Parent Coordinator, Principal, Assistant Principals</td>
</tr>
</tbody>
</table>

### 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.

| N/A |

### 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.

Parents, Students, Guidance Counselors, Parent Coordinator, APs.

Per session as needed

Funds for School Messenger and Pupil Path

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

Attendance at PTA meetings will be compared with past years as well as monitored on a month to month basis. By February 2019 we should see an increase in attendance and participation of 1.5%.

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

Attendance sign-in sheets, data reports from SKEDULA

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
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>Students who scored a level I or II on 8th Grade ELA exams, students who are in the bottom 1/3 in the general Ed population, 9th and 10th grade ELL students, 9th and 10th grade self-contained special education students</td>
<td>9th grade English reading and writing seminar class taught by licensed reading teacher, Achieve 3000, Writers studio class, 1:1 tutoring, regents prep, NYSESLAT tutoring</td>
<td>Classroom instruction with use of Achieve 3000, 1:1 tutoring, small group tutoring, classroom instruction with use of Scholastic magazines</td>
<td>Daily in classroom After school day Selected Saturdays During lunch periods</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who score a level I or II on 8th grade math assessment, students in the bottom 1/3, Students failing Algebra regents</td>
<td>Tutoring, special classes, PM and Saturday schools, double period classes</td>
<td>Whole class instruction, small group instruction, small group tutoring, 1:1 tutoring</td>
<td>Daily in classroom After school day Selected Saturdays During lunch periods</td>
</tr>
<tr>
<td>Science</td>
<td>All students who fail on 1st progress report, review of student grades, teacher/administrator/parent recommendation</td>
<td>Tutoring, special classes, PM and Saturday schools</td>
<td>Whole class instruction, small group instruction, small group tutoring, 1:1 tutoring</td>
<td>Daily in classroom After school day Selected Saturdays During lunch periods</td>
</tr>
<tr>
<td>Social Studies</td>
<td>All students who fail on 1st progress report review of student grades, teacher/administrator/parent recommendation</td>
<td>Tutoring, special classes, PM and Saturday schools</td>
<td>Whole class instruction, small group instruction, small group tutoring, 1:1 tutoring</td>
<td>Daily in classroom After school day Selected Saturdays</td>
</tr>
</tbody>
</table>
| **At-risk services**  
| (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | All students who fail on 1st progress report, review of student grades, teacher/administrator/parent recommendation, poor student attendance, inappropriate classroom behaviors. | Supplemental group or 1:1 guidance support, outreach to students and parents when student fails to meet promotion requirements, referral to outside agencies when necessary. | Whole class instruction, small group instruction, small group tutoring, 1:1 tutoring, small group counseling, 1:1 counseling. | During lunch periods. Daily in classroom. After school day. Selected Saturdays. During lunch periods. |
# 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)

### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td>We are not a Title I school.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

*We are not a Title I school.*

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Currently for the 2018-19 school year we have 101 students identified as living in temporary housing.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
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.

Our school is a non-Title I school and we received an allocation of $72,151.00 for the 2018-19 school year to allow us to provide programs of assistance for our students living in temporary housing.
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>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</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.

N/A we are not a Title I school.

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).

N/A we are not a Title I school.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A we are not a Title I school.

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 we are not a Title I school.
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 we are a high school.

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.

N/A

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\(^1\). 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\(^2\). On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source</th>
<th>Funding Amount</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>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^1\)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.

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

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

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

- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent 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. Benjamin N. Cardozo High School, 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>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benjamin N. Cardozo High School will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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.

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., ESSA/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;

Encouraging School-Level Parental Involvement

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)

School-Parent Compact (SPC) Template

Benjamin N. Cardozo High School, 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

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act.

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;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Elementary and Secondary Education Act 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

Student Responsibilities:

- attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;

● follow the school rules and be responsible for my actions;

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
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<tbody>
<tr>
<td>This school is (check one):</td>
<td>conceptually consolidated (skip part E below)</td>
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</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- Before school
- After school
- Saturday academy

<table>
<thead>
<tr>
<th>Total # of ELLs to be served:</th>
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</thead>
<tbody>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td></td>
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</tbody>
</table>

- K
- 1
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- 3
- 4
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- 11
- 12

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<thead>
<tr>
<th>Total # of teachers in this program:</th>
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<tbody>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td></td>
</tr>
<tr>
<td># of content area teachers:</td>
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</tbody>
</table>
Our ELL students face challenges in academic language and content, especially in ELA, Global and US History. Based on our data obtained from Regents exams, Student Evaluation Report by School (RESI), NYESLAT History (RLAT) Report, Revised Lab\NYSESLAT (RLER) Report and ELL Data Analysis Tool (EDAT), our ELLs struggle in reading and writing content rich texts. 86 of our ELLs scored below 65 on the 2017-2018 ELA Regents; 40 scored below 65 on the 2017-18 Global History Regents; and 14 scored below 65 on the 2017-18 US History Regents. The EDAT data indicates that around 43% (79 out of 184 NYSESLAT test takers) remained at the same ENL proficiency level on the 2017 NYSESLAT. The majority of these students were on the Expanding level. For our Title III Supplemental Program, we identified two groups of students – EM to TR Newcomers (37 students from 9th - 11th grade) and EX ELLs (54 students from 9th – 12th grade) who remained at the same proficiency level on the NYSESLAT. The Title III before- and after-school programs will offer supplemental instructions in ELA and social studies to identified ENL students in grades 9-12. The after-school program will run from Mondays to Thursdays during November - December 2018 and April - June 2019. Classes will be scheduled from 3:05 to 5:05 and will be focused on preparing students for the January/June Regents exams and the NYSESLAT in May. The classes will be conducted by dually licensed ENL and content area teachers (Ms. Brathwaite – ENL/ELA, Ms. Efkarpides – ENL/ELA, Mr. Dunn -ENL/SS and Ms. Choi Shin – ENL/SS). Classes will be conducted in English to speakers of all languages. The teachers will follow New York State Bilingual Common Core Initiative provided by EngageNY (https://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative).

The before-school program will be run from 7:00 to 7:55 for newcomers on the entering, emerging, and transitioning levels. According the FSF ELL Student Report (RFSF), 37 out of our 180 ELLs are newcomers who are at the EN, EM, or TR level. Classes will be offered to these students twice a week before school. This program, taught by a certified ENL teacher, aims to enrich their reading and analyzing various types of literature and non-fiction texts, develop their analytical and writing skills, and enhance more cultural excursion.

The after-school program will be offered to ELLs from entering to expanding levels. There will be four groups of ELLs: 9th -10th grade EN – TR ELLs, 11th – 12th grade EN – TR ELLs, 9th – 10th grade EX ELLs and 11th – 12th grade EX ELLs. All students will be provided instructions to enhance their conversational and academic English, as well as content knowledge. Classes taught by ENL certified teacher focus on literacy skills while classes taught by dually licensed teachers focus on both academic language, literacy and content knowledge.

Materials to be purchased are as follows:
* Regents Preparation books for English, Global, and U.S. History
*iPads for newcomer students for translating and communicating in classes
**Part C: Professional Development**

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

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

Begin description here: 

We offer two types of professional development to our Cardozo staff. One is held for ELA and ENL teachers on Friday mornings from 8:15 - 8:43 and is facilitated by Danielle Krawec, an ENL/ELA certified teacher. These professional developments are focused on differentiating instruction for ELLs and FELLs depending on their language proficiency and learning style. Another is held after school by our ENL Coordinator Ashley Breen, who sets the agenda for each meeting based on updated data and information about the ELLs in our school. ENL teachers are encouraged to share concerns as well as best practices during these meetings. Throughout this academic year, Ashley Breen provides study group sessions for our ENL and their content-area co-teachers. She supports our staff in implementing an empirically validated framework for teaching both academic content and language skills for our ELLs. Here she promotes understanding of specific considerations for and help prepare them to become college and career ready. The teachers will meet three times throughout the year. The workshops will be held in the spring semester in order to develop strategies for preparing ELLs for college and the upcoming school year.

Topics that being discussed are:

a. Analyzing ELLs Data to scaffold instructions
b. Effective co-teaching practice
c. Setting language and content goals in integrated classes
d. Literacy strategies
e. Creating culturally responsive classroom environments

Additionally, professional development is offered by our ENL coordinator Mrs. Breen to licensed ENL staff. Teachers meet in the morning for 43 minutes before school throughout the year. One of our goals is to effectively use our ELL data to scaffold instructions, differentiate tasks and assessments. In addition, participants investigate strategies to enhance the academic language in all content-area subjects of our ELLs. We also train our ENL teachers to be familiar with the CR Part 154 Regulations, the New York State Bilingual Common Core Initiative, the Target of Measurement for ELLs, and ENL related state exams. Records of the professional developments are maintained through agendas and attendance sheets.

**Part D: Parental Engagement Activities**

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

Based on survey results conducted during 2017-2018 school year class, parents responded that they would like to be more involved in their children's education and success in school. Therefore, parents need appropriate support in getting to know more about the graduation requirements, school system in New York City, and education system and policy in the United States. They also requested ENL classes for parents and adults in our community. Our school will provide two parent nights and parent workshops throughout the year. Translators will be available for all parental engagement activities. Parents will be notified by mail (an invitation in their preferred language), phone calls and texts. Records are maintained through agendas and attendance sheets.

1. Two Parent Nights
   a. Guidance counselor (TBD), ENL teachers/translators (Ms. Krawec, Mr. Feliz, Ms. Liang and Ms. Choi-Shin) and the ENL AP (Ms. Kierez) will meet with parents of ELLs to discuss their inquiries and concerns about their children’s ENL program. Facilitators will also focus on graduation requirements, the Regents exam requirements, SAT/ACT prep, transcripts, college essays, college applications, and FAFSA. The workshop will be held on November 29, 2018 from 4:30-5:00.
   b. The ENL coordinator (Mrs. Breen) and the ENL AP (Mrs. Kierez) will hold a parent night on March 7, 2019 (4:30-5:00) to address the NYSESLAT. This meeting aims to enhance the awareness and understanding of the upcoming NYSESLAT. Facilitators will discuss the specific language skills that parents should be aware of and the types of activities or exercises that parents can practice with their children at home. Text preparation materials and a list of resources will be given to parents.

2. Parent Workshops
   A parent adult ENL class will be held once a week (9:00-12:00) on Saturday from January to March to promote parental engagement and community outreach. The class will be facilitated by one certified ENL teacher (TBD) and the ENL AP (Ms. Kierez). Activities during the workshop focus on enhancing English proficiency and assisting parents with adapting to their new home.

Part E: Budget

| FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan. |
|---|---|---|
| Allocation Amount: $ |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits)  
  - Per session  
  - Per diem | Salary for teachers and supervisor (After-school programs):  
  Teachers: $9,704.00  
  Supervisor: $2,538.00 | We will have 4 ENL licensed teachers and 1 supervisor involved in the after-school program.  
  4 Teachers x 20 sessions x 2 hours x $60.65 = $9,704.00;  
  $2,538.00; |
### Part E: Budget

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

**Allocation Amount: $**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary for teachers and supervisor (Parent Nights): Teachers: $970.40 Supervisor: $253.80</td>
<td>1 Supervisor x 20 sessions x 2 x 63.45 = $2,538.00</td>
<td>We will have 4 teachers and 1 supervisor involved in the parent nights. 4 Teachers x 2 sessions x 2 hours x $60.65 = $970.40; 1 Supervisor x 2 sessions x 2 x 63.45 = $253.80</td>
</tr>
<tr>
<td>Salary for Professional Development (After-school): Teachers: $909.75</td>
<td>Professional development is conducted in a study group format. A total of 5 teachers are involved. 5 Teachers x 3 sessions x 1 hour x $60.65 = $909.75</td>
<td></td>
</tr>
<tr>
<td>Salary for teachers and supervisor (Parent ENL Classes on Sat): Teacher: $1,455.60 Supervisor: $1,522.80</td>
<td>There are a total of 8 Parent ENL Classes on Sat from Jan to March. We will have 1 ENL licensed teacher as the instructor. 1 Teacher x 8 sessions x 3 hours x $60.65 = $1,455.60 1 Supervisor x 8 sessions x 3 hours x $63.45 = $1,522.80</td>
<td></td>
</tr>
<tr>
<td>Total: $15,831</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Purchased services**

- High quality staff and curriculum development contracts.
  - n/a

<table>
<thead>
<tr>
<th>Supplies and materials</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Must be supplemental.</td>
<td>$1669.65</td>
<td>Content specific books for enhancing content subject knowledge. Books for professional development. Consumables: paper, envelopes, folders, binders.</td>
</tr>
<tr>
<td>Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be clearly listed.</td>
<td></td>
<td>Postage: Mailings to parents. i.e. invites to workshops/classes.</td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $________

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Software</td>
<td>$900</td>
<td>Gale Virtual Reference Library (package small). This enables us to download e-books for our students e-readers.</td>
</tr>
<tr>
<td>Travel</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>$250</td>
<td>Parent Refreshments</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20,174</strong></td>
<td><strong>---</strong></td>
</tr>
</tbody>
</table>
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 Number</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Queens</td>
<td>415</td>
<td>Benjamin N. Cardozo HS</td>
</tr>
</tbody>
</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>Role</th>
<th>Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Meagan Colby</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Beth Kierez</td>
</tr>
<tr>
<td>Coach</td>
<td>type here</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Wan Chi Ashley Breen/ENL</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Adriana Saponara</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Eleni Efkarpides/ELA &amp; ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>Michelle Gebrail</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Daniel Feliz/ENL</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Richard Guevara</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Elaine Lindsey</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</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>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>8</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<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>0</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>6</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<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>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
</tr>
</tbody>
</table>

#### D. Student Demographics
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

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>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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</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>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
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<tr>
<td>TBE</td>
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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?
   Formative assessments, including Anecdotal, Running Records, Portfolio Assessment, Unit Assessment/Project, are used to guide instructional planning for our ELLs in our standalone ENL classes. In all inter-graded ENL classes, ELLs are assessed via Anecdotal, Portfolio Assessment, and Unit Assessment/Project.

2. What structures do you have in place to support this effort?
   We ensure that professional developments and trainings are provided for teachers of ELLs to understand how to utilize these assessments and how to use the assessment data to scaffold their instructions. In addition, evidence of the use of assessment data is reflected in teachers’ unit and lesson plans.
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.
      Our school has a Freestanding ESL program for ELLs from 9-12 grades. As per CR Part 154.2, we implement both integrated and standalone ENL models. For ELA, Science, Math, US and Global History classes, integrated ENL services are provided by either a dually certified teacher or a licensed ENL teacher with a certified content area teacher. For ELL-SWDs, they receive their ENL service in a classroom with teachers who are certified in ENL, special education and content-area subject. ELLs who have mandated standalone ENL service are grouped homogeneous between two consecutive grade levels. This is to ensure the gap between grade level learning standard is minimal.
   b. TBE program. If applicable.
      NA
   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)?

   Before September, guidance counselors are given a report of proficiency levels of the ENL students in their caseloads. When we have a new immigrant ELL, our ENL coordinator informs the guidance counselor the students’ proficiency level obtained via the NYSITELL for appropriate placement. For an ELL who is transferred from a NYS public school, our ENL coordinator will send a request to obtain the NYSITELL and NYSESLAT result from that school. Then, she will inform the guidance counselor the proficiency level of that student.

   Our school meets CR Part 154 time allotments for ELLs through effective proficiency level clustering. Entering ELLs are provided with at least three units of study (560 minutes) of ENL instruction per week, including one unit of standalone ENL, one unit of integrated ENL/ELA and one unit of integrated ENL/content-area subject; Emerging ELLs receive at least two units of study (360 minutes), including one unit of standalone ENL and one unit of integrated ENL/ELA. Transitioning ELLs, expanding ELLs and Commanding ELLs are provided with at least one unit of ENL service (180 minutes) per week in an integrated ENL/ELA class or ENL/content-area class. Our Transitional ELLs are also provided with a standalone ENL class to receive extra support for their language acquisition.

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.

   In order to prepare students to meet the demands of CCLS in all content-area subjects, our dually certified ENL teachers, ENL teachers and their co-teachers attend professional developments to study ENL strategies, differentiated instructions and discuss how to implement them in their classes.

   Furthermore, our ENL teachers collaborate with content-area teachers to supplement ENL strategies in their ENL/content-area classes. Contextual support is important and comes through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. Academic language development is also emphasized within each lesson to ensure ELLs’ exposure of academic language and vocabulary. Moreover, ENL methodologies (i.e. repetition, visuals, and linguistic frames) are used to foster achievement of these academic language goals. Last but not least, many of our ENL teachers who are multilingual assist our ELLs through their native language. These teachers use students’ native language to assess their content knowledge, foster their higher-order thinking, explain and clarify concepts.

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

   ELLs and their parents determine the foreign language (Chinese, Korean, Spanish, German and French) that they will take in our school. The majority of our ELLs pick their native language as their foreign language course. Foreign language teachers assess them via class work, homework assignments, formative and summative assessments. Students are tested in their native languages in January and June when they take Regents examinations.

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

   a. Our SIFE students will be mandated to attend tutoring per their programs. Our plan includes intensive work with either an ARISTA tutor or specific subject area teacher tutors who are required tutoring as their D1 assignment. The students will be closely monitored under the supervision of their classroom teacher, to bring them up to grade level. Since all SIFE ELLs are either in EN or EM level, they are programmed for a standalone ENL class that targets on their English skills.
b. Newcomers are assigned buddies in class under the supervision of a classroom teacher. These students are recommended to attend tutoring both in our tutoring center with ARISTA tutors and teachers who work in the tutoring center for their professional activity. These students receive a mandated course in reading and writing to improve their skills through their ENL/English class.

c. Developing ELLs are assigned buddies in class under the supervision of a classroom teacher. Tutoring is also available in our tutoring center with ARISTA tutors and teachers who work in the tutoring center for their professional activity. These students receive an additional writing class through the English department to improve the four modalities of English acquisition.

d. Long term ELLs get intensive practice in the four modalities with extended emphasis in reading and writing. A portion of these students are ELL-SWDs. Thus, the ENL department collaborates with the special education department to set language goals on the IEPs of these students. Also, we offer integrated Special Education/ENL content classes that target the language and academic challenges of these students. Long term ELLs also use a computerized program (Achieve 3000) to improve their Lexile level. Also, we offer Writers Studio classes for them to strength their academic English skills.

e. All teachers of F-ELLS are notified of their students’ ENL status and their NYSESLAT results. These students are placed in at least one ENL/Content-area classes. In those classes, our ENL teachers differentiate teaching and learning tasks for our FELLS from their ELL peers. ENL teachers use the Common Core Literacy Standards to assess our FELLS instead of the NYSESLAT TOMs we use to assess our ELLs.

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?

At our school, all ELL-SWDs receive mandated number of minutes of ENL instructions. These students are placed in classrooms and ENL groups that have a small student-to-teacher ratio so that the teachers can cater to ELLs’ diverse needs more efficiently. Our ENL teachers work collaboratively with special education teachers to analyze students’ data and their IEPs, plan for appropriate instructions, as well as differentiate teaching and learning materials. Teachers of ELL-SWDs utilize differentiated instructional techniques for class and homework assignments to help students succeed. Teachers utilize Smartboards and auditory and visual stimuli rather than rely on textbooks alone during lessons. SIOP strategies are employed using level appropriate content, Tier II & III vocabulary, TPR, appropriate standards, opportunities for interactions, etc.

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?

ELL-SWDs are placed in as many mainstream classes as possible. ALL ELL-SWDs are encouraged to join school clubs and are afforded after school tutoring with an ENL teacher. They are also placed in collaborative classes, in accordance with their IEPs. Our ENL teachers also take part in IEP meetings in order to have a thorough understanding of the needs of ELL-SWDs, and to ensure that language components, and goals are addressed in their IEPs.

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.

Students attend our Tutoring Center and work with an ENL teacher in ELA or with a content area teacher. We also provide Achieve 3000 to our low level readers and additional writing classes to our freshman and sophomores. Though the medium of instruction is in English, native language support from bilingual teachers serves as an instructional scaffold to facilitate teaching and learning. ELLs who score between a 60-74 on the ELA Regents are allowed to take the QCC College focus class for additional help.

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

For the upcoming school year, our freshman and sophomore ENL/ELA classes are using HMH Collections — a DOE approved ELA curriculum. Collections allows our ENL teacher to align their ENL/ELA classes with the general education ELA classes. Thus, our ELLs are learning ELA via a mainstreamed curriculum with differentiated instructions, learning tasks and assessments. We want to ensure that once our ELLs become FELLS or join the mainstream ELA classes, they will have a seamless transition. In addition, our ENL department works closely with the guidance department to place ELLs and FELLS in appropriate ENL standalone and ENL/content-area classes. In order to provide a lower teacher-to-student ratio in the integrated ENL classes, we recommend guidance counselors to only put ELLs and FELLS who need these classes to get ready for their Regents. ELLs and FELLS who have passed certain subjects in their Regents will be put in a non-ENL mainstream class for those subjects.
Meanwhile, we will ensure that these students receive their mandated ENL minutes in the area of needs. Furthermore, we will use different assessment tools to keep track of our EN to TR ELLs’ reading levels. Assessment tools include Empower3000 and Running Records. These assessment tools allow our teachers to track students’ progress in literacy and target specific literacy skills they might need. Hence, teachers can modify their lessons based on the needs of their ELLs. Moreover, ELA Regents will be administered in sophomore year in order to provide our ELLs a safety net and additional practice for a public exam. All EN to TR ELLs will take the Fall and Spring ELL Periodic Assessments, provided by NYC SchoolNet. The assessment results allow our teachers to better modify their instructions by understanding the strengths and weaknesses of their ELLs’ English acquisition.

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

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
   Title III monies are used to provide supplemental services in the form of after school skills tutoring, which is provided by ESL licensed pedagogues. ELLs also have access to all after school activities, including clubs and athletic teams. They also take advantage of after school tutoring, which is provided by our ARISTA students.

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.
   All ENL standalone and integrated classrooms are equipped with Smartboard technology. Our new ELA curriculum Collections provides us with digital version of the textbook, materials, and assessments in which a variety of visual and audio supports are integrated. In addition, we offer Castle Learning for ELLs in all grades and Empower 3000 to our 9th to 10th grade ELLs for their academic and language developments. We also have E-books with literature and nonfictional content-related (science and social studies) materials for our ELLs with limited English proficiency. Students can access these reading materials via a website or Kindles purchased for our ENL department. Moreover, we provide EN and EM ELLs with non-fictional books that are of lower reading levels as well as graphic novels for ELA and Social Studies. These books help scaffold their background knowledge of content-area subjects. Lastly, glossaries, dictionaries and translation tools are accessible in all our ENL content-area classes. ELLs and FELLs are recommended to use them throughout the whole school year as to be familiar with the Tier II & III terms before their Regents. Last but not least, we have an ELL section in our school library. Apart from fictions and nonfictions in other languages, we also provide ELLs with English books that are of high interest yet of lower reading levels.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Our school currently provides a Freestanding ENL Program, and native language support is provided when necessary. Many of our ENL teachers are bi- or multi-lingual who can support our ELLs via their home language. Also, under the supervision of our teachers, ELLs work with Teaching Assistants who are fluent in our predominant native languages (Chinese and Spanish, etc.). As to learning materials, an ENL library is dedicated to native language books in a multitude of genres and levels.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Our ENL coordinator works closely with all guidance counselors to ensure that our ELLs and FELLs have the mandated ENL service in the classes that are of their age and grade levels. ELLs are grouped between two consecutive levels in our standalone ENL classes to ensure the lessons are appropriate for the age and grade level. Classroom and content-area teachers are provided with data (e.g. Lexile Reading level, NYSESLAT result, and anecdotal records) about their upcoming ELLs before the beginning of the year, so they can supplement their lessons with resources that their ELLs might need.

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?
   N/A

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).
Our ENL coordinator along with our parent coordinator provides orientation to the families of all newly enrolled ELLs before the beginning of the school year. The parents of ELLs receive invitations in their native languages. In order to provide interpretation, parents and ELLs who speak the same language will be grouped together. During the orientation, parents and ELLs are provided information about the ENL program in our school, our school mission and the graduation requirements. Moreover, a bilingual student helper will give a school tour for our new ELLs so they can be familiar with our school.

17. What language electives are offered to ELLs?
Students are encouraged to take a foreign language in order to prepare for college. Our school offer Chinese, French, German, Korean, Sign Language and Spanish courses. Students may avail themselves to the level of language that meets their needs, including Advanced Placement.

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)?

N/A

**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?

   All school personnel, including all teachers and non-pedagogic staff, is provided with five 30-minutes professional development focusing on instruction and assessment for ELLs throughout the whole year. These professional developments are mandated.

   ENL teachers and their co-teachers are required to attend an additional three full-day professional development that targets collaboration in ENL classrooms. These professional developments are provided by NYU’s New York Statewide Language RBERN (The Steinhardt School of Culture, Education, and Human Development).

   In addition to the above professional developments, all ENL teachers attend four ENL department meetings throughout the year to analyze data of ELLs, share teaching practice and develop curriculum, instruction and assessment for ENL classes. Our ENL coordinator attends three to four full-day training sessions offered by the DOE in which she learns the Nuts and Bolts of ENL program, how to use EDAT for data analysis and is trained for the NYSESLAT administration. She then turn-keys to crucial information to our ENL stuff during the ENL department meetings.

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.

   All teachers are mandated to attend five 30-minutes faculty conferences in which they receive ELL-specific professional development. This is 42% (five out of twelve conferences) of their in-house professional development hours. Teachers of ELLs (non ENL licensed teachers) receive more than 42% as they attend three full-day training with their ENL co-teachers. All our ENL licensed teachers also attend the three full-day training, in additional to four 30-minutes ENL department meetings. The total ELL related professional development for them exceeds 50% of the total hours.

   Records, such as agendas, attendance and materials, are kept in the ENL Assistance Principal’s office for easy access.
## 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?

   Our ENL coordinator has office hours (2 hours and 20 minutes in the morning and 30 minutes in the afternoon) that are opened to all ELL parents/guardians by appointment only. In addition, our ENL teachers schedule and meet with parents/guardians on Tuesdays and Wednesdays during their professional development time (from 1:46pm-2:15pm or 2:34pm-3:02pm). Our department keeps a record of all the individual meetings that are held between our ENL teachers and parents. This is to ensure that every parent/guardian of ELLs meets with their child’s ENL provider to discuss academic and language acquisition goals and address concerns. Our bi- and multi-lingual ENL teachers either provide interpretation themselves, schedule an interpreter or use the DOE phone interpretation service when meeting with parents/guardians who have limited English proficiency.

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

   Before each Parent-Teacher Conference, our ENL coordinator sends out mass emails, texts and makes phone calls in the preferred language of the parents/guardians to advise them to come and meet with our teachers. In addition, we hold monthly PTA meetings within our school and encourage parents/guardians of ELLs to attend. During the PTA meetings, interpretation is provided via stuff or DOE phone interpretation service. Moreover, we help parents/guardians sign up for Adult Education Classes throughout Queens by providing them the appropriate information given to us by the Queens Adult Learning Center. Our school also provides Adult ENL Classes for parents to learn English. The classes are held in during the week and on Saturdays. These classes are taught by our licensed ENL teachers. Last but not least, our department and the guidance department hold parent workshops to discuss academic, social and psychological developments of immigrant students. We provide information in regards to outside school classes, resources and community services which help parents/guardians and ELLs transition to the new country.

## 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.

N/A
Part V: ELL Identification Attestation

Principal Certification

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, Meagan Colby, 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.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
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

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<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Meagan Colby</td>
<td>Principal</td>
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<td>6/23/17</td>
</tr>
<tr>
<td>Beth Kieren</td>
<td>Assistant Principal</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Barbara Nunziata</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Wan Chi Ashley Breen</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Michelle Gebrail</td>
<td>Parent</td>
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<tr>
<td>Eleni Efkarides/ELA &amp; ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Daniel Feliz/ENL</td>
<td>Teacher/Subject Area</td>
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<td>6/23/17</td>
</tr>
<tr>
<td>N/A</td>
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<td></td>
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<td></td>
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<tr>
<td>Andriana Sapanara</td>
<td>School Counselor</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Elaine Lindsey</td>
<td>Superintendent</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
<td>Doshka Truick</td>
<td>Field Support Center Staff Member 1</td>
<td></td>
<td>6/23/17</td>
</tr>
<tr>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 26Q415  School Name: Benjamin N. Cardozo  Superintendent: Elaine Lindsey

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>
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</thead>
<tbody>
<tr>
<td>Wan Chi Ashley</td>
<td>Breen</td>
<td>ENL Teacher</td>
<td>No</td>
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</tr>
<tr>
<td>Beth</td>
<td>Kierez</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Danielle</td>
<td>Krawec</td>
<td>ENL Teacher</td>
<td>No</td>
<td>Yes</td>
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</tbody>
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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.

We use the Home Language Aggregation Report (RHLA) to ascertain the names of the parents that need translation services. We also determine translation needs during Open-School week, and through review of the HLIS surveys, student emergency contact cards. For students who are new to the NYS public school system, our trained pedagogue who administer the HLIS interviews parents/guardians face-to-face to fill out their preferred language for written and oral communication. As to students who are transferred from a NYS public school, we assess language preferences of their parents through the emergency contact card and HLIS from their previous schools.

2018-19 CEP 60
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.

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<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
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<td>30</td>
<td>0.51</td>
</tr>
<tr>
<td>HINDI</td>
<td>20</td>
<td>0.34</td>
<td>22</td>
<td>0.37</td>
</tr>
<tr>
<td>CANTONESE</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>0.32</td>
</tr>
<tr>
<td>HAITIAN CREOLE</td>
<td>12</td>
<td>0.2</td>
<td>14</td>
<td>0.24</td>
</tr>
<tr>
<td>FRENCH</td>
<td>10</td>
<td>0.17</td>
<td>12</td>
<td>0.2</td>
</tr>
<tr>
<td>ARABIC</td>
<td>9</td>
<td>0.15</td>
<td>9</td>
<td>0.15</td>
</tr>
<tr>
<td>HEBREW</td>
<td>8</td>
<td>0.13</td>
<td>8</td>
<td>0.13</td>
</tr>
<tr>
<td>PILIPINO (A.K.A. TAGALOG)</td>
<td>8</td>
<td>0.13</td>
<td>8</td>
<td>0.13</td>
</tr>
<tr>
<td>AMOY (A.K.A. FUKIENESE)</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0.1</td>
</tr>
<tr>
<td>DARI/FARSI/PERSIAN</td>
<td>5</td>
<td>0.08</td>
<td>5</td>
<td>0.08</td>
</tr>
<tr>
<td>PASHTO (A.K.A. PUSHTO)</td>
<td>6</td>
<td>0.1</td>
<td>5</td>
<td>0.08</td>
</tr>
<tr>
<td>POLISH</td>
<td>5</td>
<td>0.08</td>
<td>5</td>
<td>0.08</td>
</tr>
<tr>
<td>SINHALESE</td>
<td>5</td>
<td>0.08</td>
<td>5</td>
<td>0.08</td>
</tr>
<tr>
<td>GREEK</td>
<td>4</td>
<td>0.07</td>
<td>4</td>
<td>0.07</td>
</tr>
<tr>
<td>KONGO</td>
<td>4</td>
<td>0.07</td>
<td>4</td>
<td>0.07</td>
</tr>
<tr>
<td>SENUFO</td>
<td>4</td>
<td>0.07</td>
<td>4</td>
<td>0.07</td>
</tr>
<tr>
<td>SONINKE</td>
<td>4</td>
<td>0.07</td>
<td>4</td>
<td>0.07</td>
</tr>
<tr>
<td>ALBANIAN</td>
<td>3</td>
<td>0.05</td>
<td>3</td>
<td>0.05</td>
</tr>
<tr>
<td>GUJARATI</td>
<td>3</td>
<td>0.05</td>
<td>3</td>
<td>0.05</td>
</tr>
<tr>
<td>INDONESIAN (AKA BAHASA)</td>
<td>3</td>
<td>0.05</td>
<td>3</td>
<td>0.05</td>
</tr>
<tr>
<td>INDONESIAN (AKA BAHASA)</td>
<td>3</td>
<td>0.05</td>
<td>3</td>
<td>0.05</td>
</tr>
<tr>
<td>UKRAINIAN</td>
<td>3</td>
<td>0.05</td>
<td>3</td>
<td>0.05</td>
</tr>
<tr>
<td>BURMESE</td>
<td>2</td>
<td>0.03</td>
<td>2</td>
<td>0.03</td>
</tr>
<tr>
<td>CHAM</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.03</td>
</tr>
<tr>
<td>HAUSA</td>
<td>2</td>
<td>0.03</td>
<td>2</td>
<td>0.03</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>2</td>
<td>0.03</td>
<td>2</td>
<td>0.03</td>
</tr>
<tr>
<td>KAREN</td>
<td>2</td>
<td>0.03</td>
<td>2</td>
<td>0.03</td>
</tr>
</tbody>
</table>
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.

- English 67%
- Chinese 13%
- Spanish 9%

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>Absence Notification</td>
<td>When needed</td>
<td>Translated Chinese and Spanish template are available in our school. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>College Guide</td>
<td>Upon registration/ Parent Meeting (Fall)</td>
<td>Obtained from the DOE. For languages not available, we use the English HLIS and interview parents/guardians via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Document</td>
<td>Date/Event</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Continued Entitlement Letter (After NYSESLAT)</td>
<td>September</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>ELL Brochure</td>
<td>Upon registration</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>ELL Parent Survey and Program Agreement</td>
<td>ELL Parent Orientation/ 1:1 Meeting</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Emergency Contact Cards</td>
<td>Upon registration/ Request</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Entitlement Letter</td>
<td>After the NYSITELL is administered</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Flyers for ENL Parent Workshops</td>
<td>Nov/ March</td>
<td>Translated Chinese and Spanish template are available in our school. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Home Language Identification Survey</td>
<td>Upon registration</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Non-Entitlement Letter (After NYSITELL)</td>
<td>After the NYSITELL is administered</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Non-Entitlement Letter (Exit after NYSESLAT)</td>
<td>September</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>NYSESLAT Notification Letter</td>
<td>April</td>
<td>Translated Chinese and Spanish template are available in our school. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Placement Letter After Receiving Parent Survey</td>
<td>After ELL Parent Orientation/ 1:1 Meeting</td>
<td>Obtained from the DOE. For other languages, we send out the English letter and place a phone call via the over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Program Placement Default Letter - Selection Form Not Returned</td>
<td>After ELL Parent Orientation/ 1:1 Meeting</td>
<td>Obtained from the DOE. For other languages, we send out the English</td>
</tr>
</tbody>
</table>
Schedula.com Parent Registration Letter

Upon registration

The letter is translated via schedula.com based on parents’ preferred language. For other languages, we send out the English letter and place a phone call via the over-the-phone T&I service.

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>
</tr>
</thead>
<tbody>
<tr>
<td>College Night</td>
<td>Oct</td>
<td>Per Session for Chinese, Spanish and Korean teachers to translate. DOE over-the-phone T&amp;I service for other languages.</td>
</tr>
<tr>
<td>ENL Parent Nights</td>
<td>Nov/ March</td>
<td>Per Session for Chinese, Spanish and Korean teachers to translate. DOE over-the-phone T&amp;I service for other languages.</td>
</tr>
<tr>
<td>New ELL’s Parents Orientation</td>
<td>After the NYSITELL is administered</td>
<td>Our ENL coordinator can speak to parents in Cantonese and Mandarin. For parents who speak another language, we use the DOE over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>Parent-teacher conferences</td>
<td>Nov/March</td>
<td>DOE over-the-phone T&amp;I service.</td>
</tr>
<tr>
<td>PTA Meetings</td>
<td>Monthly</td>
<td>Per Session for Chinese, Spanish and Korean teachers to translate. DOE over-the-phone T&amp;I service for other languages.</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, our school send out a mass translated voice mails to parents with limited English proficiency.

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.

At the beginning of the school year, a professional development is held to ensure that our staff members are aware of the goal of Chancellor’s Regulation A-663. During the professional development, staff members are provided with the regulation, and key elements are highlighted by our administrator. In addition, staff members are trained how to use the over-the-phone T&I service to contact parents who have limited English proficiency. Handout of important T&I related websites or Q&A will also be distributed.

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.)

Benjamin Cardozo High School provides parents whose language preference is a language other than English with a copy of the Bill of Parent Rights and Responsibilities in their preferred language. This document includes their rights regarding translation and interpretation services.

- Multilingual Welcome Posters are posted at the front entrance and in the Guidance Suite and our General Office, in the predominant covered languages of the school that indicate the availability of interpretation services.

- Staff members in the General Office uses the Language Identification Guide to identify the primary language of a limited-English proficient parent/guardian.

- The school safety plan that includes instructions to ensure that parents in need of translations are not prevented from obtaining information from the school administration due to language barriers is given to our limited-English proficient parents/guardians.

- Our school will form an in-house T&I team to provide the following services:

  1. Select documents for parents that need to be translated
  2. Translate documents or send documents to the DOE T&I term for translation
  3. Provide interpretation during face-to-face parent meetings (e.g. PTA meetings, IEP meetings, parent workshops, etc.)
  4. Record mass phone voice mails or send out mass texts and emails (for school events or notifications) in parents’ preferred language
  5. Conduct survey to monitor parents’ feedback on our school’s T&I service

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?

Our school give out surveys twice a year during Parent-Teacher conferences to gather feedback from limited-English proficient parents on the language services they receive. Our feedback indicates that many limited-English proficient parents did not receive phone calls or only received English voicemails from our teachers in the previous years. Thus, our school provided a professional development in September, 2017 to train staff members to use the over-the-phone interpretation service to contact parents during their parental engagement time.

We will also set up an online survey in parents’ language that inquire their feedback on our T&I services, so we can improve our services.