2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 25Q525

School Name: TOWNSEND HARRIS HIGH SCHOOL

Principal: BRIAN CONDON
Comprehensive Educational Plan (CEP) Outline

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   - Section 5C Framework for Great Schools Element - Collaborative Teachers
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Section 1: School Information Page

School Information

School Name: Townsend Harris High School
School Number (DBN): 25Q525
BEDS Code: 342500011525
Grades Served: 9-12
School Address: 149-11 Melbourne Ave., Flushing NY 11357
Phone Number: 718-575-5580
Fax: 718-575-1366
School Contact Person: Brian Condon
Email Address: bcondon@schools.nyc.gov
Principal: Brian Condon
UFT Chapter Leader: Franco Scardino
Parents’ Association President: Shibrah Jamil and Stephanie Stein Werther
SLT Chairperson: Karen Lin
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): Christopher Thomas, Annie Lin
CBO Representative: Robin Hizme

District Information

Geographical District: 25
Superintendent: Elaine Lindsey
Superintendent’s Office Address: 30-48 Linden Place
Superintendent’s Email Address: ELindse@schools.nyc.gov
Phone Number: (718) 741-3157
Fax: (718) 741-7098

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Queens</th>
<th>Lawrence Pendergast</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>28-11 Queens Plaza North, Long Island City, 11101</td>
</tr>
<tr>
<td>Executive Director’s Office Address:</td>
<td><a href="mailto:LPender@schools.nyc.gov">LPender@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td>(917) 225-2020</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax:</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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>Brian Condon</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Franco Scardin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Šibrah Jamil</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Paul Sforza</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Christopher Thomas</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>Annie Lin</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>Šelina Lee, Lara Traum</td>
<td>CBO Representative, Alumni Rep.</td>
<td></td>
</tr>
<tr>
<td>Ashok Attada</td>
<td>Member/Parent PTA/SLT</td>
<td></td>
</tr>
<tr>
<td>Tho Mai</td>
<td>Member/Parent PTA/SLT</td>
<td></td>
</tr>
<tr>
<td>Karen Lin</td>
<td>Member/Parent PTA/SLT</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>Sameen Sharif</td>
<td>Member/Parent PTA/SLT</td>
<td></td>
</tr>
<tr>
<td>Šuseel Thomas</td>
<td>Member/Parent PTA/SLT</td>
<td></td>
</tr>
<tr>
<td>Robin Hizme</td>
<td>CBO, Queens College</td>
<td></td>
</tr>
<tr>
<td>Veronica York</td>
<td>Member/CSA</td>
<td></td>
</tr>
<tr>
<td>Arlene Laverde</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Christopher Amanna</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Christopher Thomas</td>
<td>Member/Student representative</td>
<td></td>
</tr>
<tr>
<td>Annie Lin</td>
<td>Member/Student representative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/Student representative</td>
<td></td>
</tr>
</tbody>
</table>
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

| **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

### The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of 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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
3. 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>The mission of THHS is to foster a love of learning, to instill the habit of inquiry, and to promote an awareness of beauty in nature and in the arts. We expose our students to multiple perspectives so that they will be able to appreciate various points of view. We enable our students to achieve their potential and to become articulate and responsible adults who respect others and are productive members of our society.</td>
</tr>
</tbody>
</table>

2018-19 CEP
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.

Prepare our students for ethical and intellectual challenges, we provide a rigorous curriculum with an emphasis on the humanities and classics, complemented by our outstanding mathematics and science programs and bolstered by the integration of technology. Our instructional program promotes respect for people and ideas, critical and creative thinking, and precision of language. We encourage our students to strive for excellence, to make sensible decisions, and to develop an enduring commitment to serving the community.

We seek to graduate talented and motivated students who reflect the diversity of our city, become lifelong learners, and make meaningful contributions to the world.

Since 1984, THHS, through the offices of College Preparatory Programs, has been involved in numerous pioneer collaborative projects with Queens College. THHS students have access to the campus library, athletic facilities, and computer laboratories. As part of this innovative collaboration, Queens College provides graduate interns, undergraduate student teachers, faculty mentors for science and social science research projects, counselors for specific faculty and student programs within THHS, and opportunities for members of both institutions to cross the boundaries between secondary and higher education. Often referred to as “the jewel of the City University of New York system,” Queens College enjoys a national reputation for its liberal arts, sciences, and pre-professional programs.

One of the highlights of the Queens College/THHS collaboration is the Bridge Year Program. During their fourth year at THHS, all seniors are enrolled at the college as non-matriculated Queens College students, taking up to six credits per semester of college-level courses on campus with other Queens College students. These courses are accredited and are beyond the usual Townsend Harris curriculum requirements. THHS offers fewer Advanced Placement classes than other high schools because of this opportunity. Three of each semester’s QC credits are earned in college electives of the student’s choice. The other three are earned in the Freshman Honors Humanities Colloquium- a “great books” honors course that is team-taught in a seminar setting by a member of the Queens College faculty and a member of the THHS faculty. The classes are supplemented by an eight-lecture series presented by QC professors from the Division of Humanities and Social Sciences to the entire senior class and Colloquia faculty. The seminars emphasize reading, writing, and student-led discussion. They are patterned on Queens College’s honors program seminar, as well as the seminar programs at St. John’s (Annapolis) and the University of Chicago.

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

We have a small group of students who struggle with the challenging course workload. At times they feel overwhelmed and often fall behind their peers. Our school provides a supportive environment to these students. We have adjusted their programs to provide for services and academic support that includes tutoring and a before and after school enrichment program. We involve our teachers and the parents to help our student's succeed.

Our school has made great strides with building strong family and community ties. Weekly bulletins are sent to parents to inform about upcoming school functions. Our PTA (Parent Teacher Association) had an increase in attendance at their monthly meetings. The principal hosts a monthly parent breakfast. Our partnership with Queens College has expanded during the school year, offering more opportunities for our students to be part of the college. Queens College has signed articulation agreements with our Biotechnology, Robotics and New Media Programs. They help fund a music teacher and assist with our school play and publications.

This year there will be a focus on the teacher teams aspect of the Framework for Great Schools. Teachers will work together to look at student work, best practices in the classroom, Domain 3 of the Framework for Teaching and review and improve curriculum.
## School Demographics and Accountability Snapshot for 25Q525

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>09,10,11,12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment (2017-18)</td>
<td>1141</td>
</tr>
<tr>
<td>SIG Recipient (Y/N)</td>
<td>No</td>
</tr>
</tbody>
</table>

### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Dual Language</td>
<td>N/A</td>
</tr>
<tr>
<td>Self-Contained English as a Second Language</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th>Types and Number of Special Classes (2018-19)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (ELA)</td>
<td>N/A</td>
</tr>
<tr>
<td># SETSS (ELA)</td>
<td>17</td>
</tr>
<tr>
<td># Integrated Collaborative Teaching (ELA)</td>
<td>2</td>
</tr>
<tr>
<td># Special Classes (Math)</td>
<td>N/A</td>
</tr>
<tr>
<td># SETSS (Math)</td>
<td>21</td>
</tr>
<tr>
<td># Integrated Collaborative Teaching (Math)</td>
<td>2</td>
</tr>
</tbody>
</table>

### Student Performance for Elementary and Middle Schools (2017-18)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td># Music</td>
<td>34</td>
</tr>
<tr>
<td># Drama</td>
<td>12</td>
</tr>
<tr>
<td># Foreign Language</td>
<td>50</td>
</tr>
<tr>
<td># CTE</td>
<td>2</td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

- **% Title I Population**: 55.0%
- **% Attendance Rate**: 97.0%
- **% Free Lunch**: 40.4%
- **% Reduced Lunch**: 14.1%
- **% Limited English Proficient**: 0.0%
- **% Students with Disabilities**: 3.5%

### Racial/Ethnic Origin (2017-18)

- **% American Indian or Alaska Native**: 11.1%
- **% Black or African American**: 5.2%
- **% Hispanic or Latino**: 10.8%
- **% Asian or Native Hawaiian/Pacific Islander**: 5.8%
- **% White**: 20.2%
- **% Multi-Racial**: 5.8%

### Personnel (2015-16)

- **Years Principal Assigned to School (2016-19)**: 1.42
- **# of Assistant Principals (2016-17)**: 8
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 9%
- **% Teaching with Fewer Than 3 Years of Experience**: 2%
- **Average Teacher Absences (2014-15)**: 6.1

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
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<td>N/A</td>
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<td>N/A</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### School Identified by a Focus District

- **Focus District** (2015-17): Yes
- **Local Assistance Plan** (2014-15): Yes
- **Recognition** (2016): Yes

### Overall NYSED Accountability Status (2018-19)

- **Adequate Yearly Progress (AYP)**: No
- **School Identified by a Focus District**: No

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

#### High School

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Students with Disabilities</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### School Identification by a Focus District

- **Focus Subgroups** (2018): No
- **Attendance Rate**: 99.2%
- **Mathematics Performance at Levels 3 & 4 (2016-17)**: 100%
- **Science Performance at Levels 3 & 4 (2016-17)**: 100%
- **Student Performance for Elementary and Middle Schools (2017-18)**: N/A

###逸语

- **Math Performance at Levels 3 & 4 (2016-17)**: 100%
- **Science Performance at Levels 3 & 4 (2016-17)**: 100%
- **Student Performance for High Schools (2016-17)**: N/A

### Average Teacher Absences

- **Average Teacher Absences (2014-15)**: 6.1
- **Average Teacher Absences (2015-16)**: 6.1

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

#### Elementary/Middle School

- **Adequate Yearly Progress (AYP)**: No
- **School Identified by a Focus District**: No
- **Recognition** (2016): Yes

### Overall NYSED Accountability Status (2018-19)

- **Adequate Yearly Progress (AYP)**: No
- **School Identified by a Focus District**: No

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

#### High School

- **Adequate Yearly Progress (AYP)**: No
- **School Identified by a Focus District**: No
- **Recognition** (2016): 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.

After establishing an Instructional Focus aimed at improving student to student discourse in the classroom, Socratic-Styled Seminars and the preparation that precedes the implementation have proved to have had the greatest impact on both levels of participation in classroom conversations and the quality of conversations as measured by our school-wide rubric. In order to raise the levels of discourse across the school, it is necessary to proliferate this strategy across all academic subject areas.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, all Townsend Harris High School at Queens College students will participate in at least one Socratic styled seminar in each of their academic classes.
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).

Target Group(s)

- What is the start and end date?

Key Personnel

- Who is responsible for implementing and overseeing the activity/strategy?

3b – Parent and Family Engagement

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

The principal will present during our October 2018, Parent Teacher Association meeting. This will also be addressed at our monthly Principal Breakfast 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.

All school personnel will be able to implement the action plan for this goal as part of their regular responsibilities without any additional funding.

An SBO was approved to create eight minutes of professional learning time weekly for teachers to collaborate and engage in common planning, inquiry, and researched-based instructional strategies.

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

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

Part 5 – Progress Monitoring

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

In January, we will survey our teachers and students to learn best practices and areas of improvement.

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

Surveys, observations, and conversations with staff and students
Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 5: Needs Assessment, Annual Goals, and Action Plans

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

#### Part 1 – Needs Assessment

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?

Through the triangulation of data from three years of the Learning Environment Survey, internal student surveys, focus groups with students and families and as a continuation of the work from last year's CEP, it has become apparent that students at Townsend Harris High School need more social and emotional learning experiences and structures to help them learn how to identify their current emotional state, manage levels of stress, improve communication skills, and develop coping skill to ensure their lives balanced and healthy. The school intends to build capacity in students, families and staff to help promote healthy attitudes toward managing and improving students emotional regulation and well-being.

#### 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.

Throughout the 2018-2019 school year we will support the social emotional growth of students and create more supportive environment for students. By the end of November, >90% of all students, >80% of all staff and 25% of Parents will complete our 360 Making Caring Common by Harvard Graduate School of Education. Additionally, we will integrate into the school day low-burden research-based strategies that promote children’s social and emotional learning, increase caring and connectedness, and reduce problem behaviors.

---

2018-19 CEP
### 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/Strategy</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>At least 3 volunteer teachers will engage in community circles.</td>
<td>Staff and Students</td>
<td>10/2018</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>Conduct a survey on how students feel about their comfort level in their academic setting.</td>
<td>Students and Staff</td>
<td>9/2018 and 1/2019</td>
<td>Mental Health Council, AP</td>
</tr>
<tr>
<td>All other interested teachers will observe at least one circle per semester.</td>
<td>Staff</td>
<td>11/2018-3/2019</td>
<td>Principal</td>
</tr>
<tr>
<td>At least 3 events will be held to encourage development of student mental health (ex: advocacy workshop, mental health fair, etc)</td>
<td>Staff</td>
<td>9/2018</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>A team of 6 teachers/admin staff will attend TCICP 6 session training</td>
<td>Staff/Admin</td>
<td>9/2018</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>Joining Caring School Network, Harvard Graduate School of Education</td>
<td>Whole School</td>
<td>9/2018</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>Create a student Wellness Committee, compromised of students and counselors</td>
<td>Students/Staff</td>
<td>9/2018</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>Student wellness committee, will present healthy habits workshop to all WP classes</td>
<td>Students</td>
<td>10/2018</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>Student Wellness Committee, will hold a minimum on 4 events open to all students</td>
<td>Students</td>
<td>11/2018-6/2019</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>Mindfulness and Stress Reduction Workshop for seniors by January 2019</td>
<td>Students</td>
<td>1/2019</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>Mindfulness and Stress Reduction Workshop for staff by February 2019</td>
<td>Staff</td>
<td>2/2019</td>
<td>Principal, AP-PPS</td>
</tr>
<tr>
<td>School counselors will build and use SEL curriculum for monthly meeting with freshman June 2019</td>
<td>Staff</td>
<td>10/2018-6/2019</td>
<td>AP-PPS</td>
</tr>
<tr>
<td>Ending the Silence Workshop for 9th Graders</td>
<td>Students</td>
<td>3/2019</td>
<td>AP-PPS</td>
</tr>
</tbody>
</table>

### 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.

Our parent coordinator will invite guest speakers to address mental health concerns and healthy behaviors.

**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.

All school personnel will be able to implement the action plan for this goal as part of their regular responsibilities with additional funding from the College for All grant.

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

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

**Part 5 – Progress Monitoring**

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

Three times a year the Mental Health Council will review the surveys. Surveys will also be monitored and check by the SLT.

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

In June 2019, we will compare the results of the NYC School Survey questions Q3e to last year’s results.

**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.

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.

On the 2016-2017 School Survey we found that 40% of teachers agreed or strongly agreed that overall, their professional development experiences this year have included enough time to think carefully about, try, and evaluate new ideas. (Q10b)

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.

Emphasis on Interdisciplinary Teaching and Learning:

Teacher pairs or teams will collaborate and develop a mini-unit in conjunction with THHS library services and/or with various organizations and institutions in NYC (i.e. Botanical Gardens, Queens College Arts/Music/Dance/Theater, museums, concerts, live theater, and opera). The unit will aim to "promote an awareness of beauty in nature and in the arts," in keeping with the THHS Mission Statement.

By June 2019, At least one teacher in each department will develop and execute at least one interdisciplinary unit of study.
Part 3a – Action Plan

**Activities/Strategies**: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</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.

We will present on this topic in our family newsletter.

**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.

All school personnel will be able to implement the action plan for this goal as part of their regular responsibilities without any additional funding.

An SBO was approved to create eight minutes of professional learning time weekly for teachers to collaborate and engage in common planning, inquiry, and researched-based instructional strategies.

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

<table>
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</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By October, Teacher Teams will have met and identified area of focus and provide evidence of minutes from their discussion to their administrators.

Observations of teacher teams will be performed by administration to assess effectiveness of teams.
Administration will identify team discussion protocols that advance teacher team performance.

Teachers will be surveyed at the end of semester 1 on their satisfaction of professional learning experiences, including time to plan, implement and evaluate new ideas and initiatives to align learning across content areas. They will be asked to provide ideas for input to strengthen semester 2.

Students will be surveyed in the joint art/history class and wp/history to assess student satisfaction of pilot program and its effects on their learning.

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

Our progress will be reported by teachers and measured by administrative team using agenda, minutes, and observation notes from visits to Teacher Team meetings. In addition, we will use results from a survey aligned with the School Quality Report based on the Framework for Great Schools to gauge growth in teacher satisfaction in this area.

**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.

Through anecdotal conversations and meetings with various stake holder groups, it has become clear that communication needs to be improved between School Leadership and the other stakeholders at Townsend Harris High 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–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.

Beginning in November 2018 and continuing monthly until June 2019, School Leadership will distribute a monthly update to the school community. The newsletter will highlight interesting articles related to school life, examples of instructional practices and strategies that are happening at the school, examples of exemplary work within a department, and anecdotes that celebrate life at THHS.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td>Target Group(s) Who will be targeted?</td>
</tr>
<tr>
<td>Timeline What is the start and end date?</td>
</tr>
<tr>
<td>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

### Part 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.

Parents will be informed through the SLT, PTA, Monthly Principal Breakfast, and the weekly Parent Coordinator News letter.

### 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.

All school personnel will be able to implement the action plan for this goal as part of their regular responsibilities without any additional funding.

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

<table>
<thead>
<tr>
<th></th>
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<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### Part 5 – Progress Monitoring

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

Monthly review of the documents by the SLT.

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

The SLT will review the documents produced.

**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.

eSchoolData online grading and database system did not meet our school’s expectations in parental outreach, grade data accumulation and communication.

Parents play an important role in their children’s education; however, 10% of our students do not have their parents linked to receive email communications.

Only 65% of our faculty use eSchoolData to post their grades online. The remaining 35% of teachers have opted to use another system.

Principal regularly organizes monthly meetings with parents. Assistant Principals are often invited to meet parents and talk about new opportunities and initiatives.

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 November 2019 ensure that 100% of teachers and 75% of parents are utilizing Skedula/PupilPath as the school’s online communication platform for student performance and grades.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
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</tr>
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</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |

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.

Parents will be offered opportunities to train in using the chosen system. Online resources to improve access will be available to all parents.

The parent coordinator will reach out to parents who are having difficulties with the system.

Part 4 – Budget and Resource Alignment

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

All school personnel will be able to implement the action plan for this goal as part of their regular responsibilities without any additional funding. If additional training is necessary, teachers and administrators will be paid per session (if it is available) to provide the necessary training.

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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</tbody>
</table>

Part 5 – Progress Monitoring

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.

We will review the data of how many parents, teachers, and students are using the system using internal statistical analysis from the program.

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

We will review the data of how many parents, teachers, and students are using the system using internal statistical analysis from the program.
Part 5c. In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students who are failing the course or receive under a 70%.</td>
<td>A Wilson reading program after school.</td>
<td>$Small group and one-to-one tutoring.</td>
<td>During the school day and after the school day.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students who are failing the course or receive under a 70%.</td>
<td>Math skills, review and reinforcement program.</td>
<td>$Small group and one-to-one tutoring.</td>
<td>During the school day and before the school day.</td>
</tr>
<tr>
<td>Science</td>
<td>Students who are failing the course or receive under a 70%.</td>
<td>Repeated readings and science labs.</td>
<td>$Small group and one-to-one tutoring.</td>
<td>During the school day and before the school day.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students who are failing the course or receive under a 70%.</td>
<td>Repeated readings.</td>
<td>$Small group and one-to-one tutoring.</td>
<td>During the school day.</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Students who are failing the course or receive under a 70%. Students that are required to receive counseling services.</td>
<td>Counseling.</td>
<td>$Small group or one-to-one counseling.</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

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

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

### Part A: FOR TITLE I SCHOOLS

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

   | N/A |

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

   | N/A |

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

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

   | 1 |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
We buy school supplies, review books, lab materials (goggles), backpack for the student.

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.

N/A
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

Indicate with an “X” your school’s Title I Status.

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

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).

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.

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).

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.).

Not a Title 1 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.

Not a Title i School.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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.

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### Parent and Family Engagement Policy

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. **Townsend Harris 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.

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

**Townsend Harris High School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school’s Parent Involvement

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.

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School-Parent Compact (SPC)

School-Parent Compact (SPC)

Townsend Harris 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 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>25</th>
<th>Borough</th>
<th>Queens</th>
<th>School Number</th>
<th>525</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name</td>
<td>Townsend Harris High School</td>
<td></td>
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</tbody>
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B. Language Allocation Policy Team Composition  
NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

| Principal | Anthony Barbeta | Assistant Principal | Veronica York |
| Coach     | N/A             | School Counselor    | Justine Singer |
| ENL (English as a New Language)/Bilingual Teacher | type here | Teacher/Subject Area | Wen Yu Liu/Math |
| Teacher/Subject Area | Paola Sierra/French | Parent | Penny Stern |
| Related-Service Provider | N/A | Field Support Center Staff Member | Ying Ying Jenny An |
| Superintendent | Elaine Lindsey | Other (Name and Title) | N/A |

C. Teacher Qualifications

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

| Number of certified ENL teachers currently teaching in the ENL program | 0 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12) | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| 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) | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 1140 |
| Total number of ELLs | 0 |
| ELLs as share of total student population (%) | 0.00% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>K</td>
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<td>12</td>
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</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
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<tbody>
<tr>
<td>TBE</td>
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<td></td>
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<tr>
<td>DL</td>
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</table>

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

<table>
<thead>
<tr>
<th>Bilingual Program Breakdown</th>
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<tbody>
<tr>
<td>Program</td>
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<tr>
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</tr>
<tr>
<td>TBE</td>
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<td>TBE</td>
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<td>DL</td>
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<td>Total</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? Paste response to questions here:

   We currently do not have any ELL students. However, we would use an in-house assessment to determine the literacy level of our ELL students. We would also use a reading placement assessment, a NYSESLAT exam and a K-12 skills assessment to assess ELLs. The assessments would indicate students overall strength and weakness in Phonemic Awareness and reading comprehension. This data would help inform our school's instructional plan by indicating that a significant portion of instructional time should be dedicated to phonemic awareness as well as letter and word recognition.

2. What structures do you have in place to support this effort?
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

Paste response to question here:

The success of our ELL program would be determined by scores on the NYSESLAT. The movement a students make from one performance level to another over several years would be an indicator of the effectiveness of the ELL program. We would be clearly focused on the students' scale score and performance level on the ELA Regents and Math Regents exams. In addition, classroom progress and student's participation would be another indicator of the success of the programs for ELL.

4. What structures do you have in place to address interventions once the summative data has been gathered?

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]

Paste response to question here:

N/A

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

We currently do not have ELL students. We would analyze the data to make proper adjustments to students programs.

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

Part IV: ELL Programming

Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.

   Paste response to questions here:  Currently we do not have any ELL students. However, if we did instruction would be delivered in a collaborative fashion where the teachers work together with the general education and other subject area teachers to plan instruction in a differentiating matter to meet the needs of all English Language Learners in the school. Teachers work together to differentiate instruction so that all students are able to understand the lesson being taught. The organizational model for instruction is pull out method. Instruction in this class would be differentiated and students will be grouped based on their levels, their understanding of the English language, and skill that is being taught that period. Teachers work closely with the ESL students to make sure that they understand what is being taught in the class. During the pull out sessions, students work on reading, writing, and communicating in English. Focus is also placed on preparing the students for the NYSESLAT and the different assessment that the students will be required to take that school year.

   b. TBE program.  If applicable.

   Paste response to questions here:

   N/A

   c. DL program.  If applicable.

   Paste response to questions here:

   N/A
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)?

   Paste response to questions here:
   All staff members in the building will be given a schedule that notifies the teachers of all ESL students, their proficiency levels, how many hours they are required by the law to be serviced based on their proficiency level, and when they will be serviced. Students labeled as beginners and intermediate receive 360 minutes of instruction per week in pull out method. Advance students receive 180 minutes of instruction in pull out method.

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.

   Paste response here:
   Teachers will provide ESL as required by the student’s proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.

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

   Paste response to question here:
   A certified teacher will provide ESL as required by the student’s proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.

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

   Paste response to questions here:
   A certified teacher will provide ESL as required by the student’s proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting. The ELA mandated units will be provided by the certified teacher.

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?

   In addition to working closely with the ISS/Life Skills teachers, the ESL teacher will use various materials and strategies to provide access to academic content area as well as accelerate English language development. This includes a class subscription to Easy English News as well as Scholastic’s Action magazine. The ELL students will be working on a Common Core project, entitled “Are trendy brands worth high prices?” For this project as well as other tasks, graphic organizers are included in the lessons. Additionally, the students participate in Achieve 3000; this program will be included in the ELLs’ summer assignments. Rosetta Stone will be utilized this year for the Beginner students. Various strategies will also included by the instructor in the ESL classroom. This would include careful scaffolding as well as the use of the paraprofessionals to assist students when necessary as well as pairing struggling students with those who are adept in various academic areas.

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 will be programmed for the same ESL classes and general education ELLs, as per their proficiency level. SWDs are expected to complete the CCLS-aligned tasks that general education ELLs also complete. SWDs will be supported through various methods: flexible grouping (heterogeneous and homogeneous), assistance from paraprofessionals or general education peers, scaffolding using a variety of graphic organizers, as well as teaching specific skills (i.e. citing textual evidence,
quoting, paraphrasing, and summarizing) in preparation for completing a research-based task, and differentiation for content (usually text complexity), process (or a variety of graphic organizers) and product as appropriate.

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.

   Paste response to question here:
   A certified teacher will provide ESL as required by the student's proficiency level. This will be as a pull out model for the students which will be programmed and scheduled in an alternative setting.

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

   Paste response to question here:
   We currently do not have ESL students.

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

    Paste response to question here:
    There are no ELL programs that have discontinue in the school this year.

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

    Paste response to question here: All students would be given equal access to the different programs that are offered in the school. They would be able to participate in everything that is available to any student in their grade level. Students would be able to attend the after-school program where they will work on ELA, Math, Science, Social Studies and communication.

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.

    Paste response to question here: Technology plays a big role in our school. The teacher has access to IPADS, computers and SMARTBOARD to support ELL students. The NYSESLAT and Beyond is another program that is used to build students in the different modalities.

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

    Paste response to question here: The Native Language of our students would be embraced in the ESL program. Different activities celebrating the students’ native language would also be used in the ESL program. Dictionaries and thesauruses in the students' native language and English ar will provided to assist the students in the class where appropriate.

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

    Various resources would be incorporated into the ELLs’ school day. Aside from the support given by the ESL teacher a, the ELL population would be exposed to a number of resources such as Achieve 3000 or Rosetta Stone. These materials are specifically designed to enhance the ELLs’ lexile range as the pre-assessment determines the course of readings that will be presented to the students.

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?

    Paste response to question here: Technology plays a big role in our school. The teacher has access to IPADS, computers and SMARTBOARD to support ELL students. The NYSESLAT and Beyond is another program that is used to build students in the different modalities.

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).
Paste response to question here: There would be a parent workshop series offered to all parents who wish to hear information about upcoming events and activities that are planned and set up for the school year.

17. What language electives are offered to ELLs?
Paste response to question here:
Spanish, French, Japanese are the only language electives that is offered in the school.

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)?
Paste response to question here:
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?

   1) Professional development is strongly encouraged for all ELL personnel as well as the entire staff. The Assistant Principal attended a professional development session for the LAP document. In addition, as well as a professional development session on May I have attended meetings with the Superintendent that focused on ESL students.

   2) Professional Development is encouraged for all personnel in the school. Professional Development will be planned into the school year.

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.

   P3) There are many programs offered to help the ELL student transition to the high school. These include student participation in orientation, orientation to Edison High School for the parents and students, as well as inviting families to learn more about the ESL Programs. In addition, students are strongly encouraged to participate in tutoring sessions that are held during the lunch periods and a strong Saturday School program.

Paste response to question here:
We currently do not have ESL students. However, The Assistant Principal and myself have attended several meetings with the Network and the Superintendent that had a focus on ELL students. Our guidance counselors also plan on attending professional development offered by the Queens Borough office.
### 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?

   Contact with parents will be an ongoing process. Parents will be informed of their individual child’s progress through the Progress Reports, which would be sent out in their native language, as well as report cards. In addition, the teachers would contact the parents or guardians on a need-be basis. Also, parents would have daily access to their child’s latest grades through eSchollData. In the upcoming school year, time will be set aside for parent contact, in which the parents will be welcomed to the school and encouraged to sit with the teachers to discuss his/her child’s progress.

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

   All parents would be encouraged to attend monthly PTA meetings at the high school. In addition, they would be contacted on a daily basis regarding attendance, cuts, discipline, etc. Additionally, they would be invited to attend special workshops to promote their child’s education.

### Additional Information

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

Paste response here:
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, Brian Condon, 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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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</thead>
<tbody>
<tr>
<td>Anthony Barbetta</td>
<td>Principal</td>
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<td>1/1/15</td>
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<tr>
<td>Veronica York</td>
<td>Assistant Principal</td>
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<td>1/1/15</td>
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<tr>
<td>Dafne Manhart</td>
<td>Parent Coordinator</td>
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<tr>
<td>N/A</td>
<td>ENL/Bilingual Teacher</td>
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<td>1/1/15</td>
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<tr>
<td>Penny Stern</td>
<td>Parent</td>
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<td>1/1/15</td>
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<tr>
<td>Paola Sierra</td>
<td>Teacher/Subject Area</td>
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<td>1/1/15</td>
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<tr>
<td>Wen Yu Liu</td>
<td>Teacher/Subject Area</td>
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<td>N/A</td>
<td>Coach</td>
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<td>N/A</td>
<td>Coach</td>
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<tr>
<td>Justine Singer</td>
<td>School Counselor</td>
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<td>Elaine Lindsey</td>
<td>Superintendent</td>
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<td>Ying Ying Jenny An</td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 25Q  School Name: Townsend Harris  Superintendent: 

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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<tbody>
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<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents that cannot communicate in English (not just parents of ELL students).

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

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

We use the following to assess written and oral language preferences of our parents:

1. For parents of students newly admitted to NYC schools we use information from the Home Language Identification Survey, including what languages are spoken or written at home by parents.

2. For all students we use the RPAL report in ATS to identify the languages in which parents prefer to receive written and oral communication.

3. We are also able to obtain some information regarding parents' language from the Blue Emergency Contact cards.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

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

<table>
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<tr>
<th>Languages</th>
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### 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>
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</thead>
<tbody>
<tr>
<td>1. Principal's newsletter letter to parents. These letters include dates for upcoming PTA meetings, Parent-Teacher conferences, College Night, Transition Night, Regents Exam dates, etc.</td>
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<tr>
<td>2. Our parent coordinator sends out a weekly newsletter to all of our parents.</td>
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<td>3. Monthly Calendars</td>
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<td>4. We utilize our school's website to disseminate information to our parents.</td>
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2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>September 1, 2015 Parent Orientation Night</td>
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</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

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

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The Welcome Poster is visible upon entry into the building as is the Language ID Guide.

The Parents’ Bill of Rights is posted on our website and distributed to students to take home to parents.

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?

We informally survey parents regarding their need for and use of interpreters and translation as we meet with them throughout the year.

We could schedule a focus group of parents inclusive of all cultures and languages represented in the school to gather feedback and best practices of what their children need to succeed.