2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): 31R470
School Name: CONCORD HIGH SCHOOL
Principal: CHRISTOPHER ANZALONE
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Concord High School
School Number (DBN): 31R470
BEDS Code: 353100011470
Grades Served: 9, 10, 11, 12, SE
School Address: 109 Rhine Avenue
Phone Number: 718.447.1274
Fax: 718.442.6276
School Contact Person: Diana Callahan
Email Address: DCallahan3@schools.nyc.gov
Principal: Christopher Anzalone
UFT Chapter Leader: Richard Lipscomb
Parents’ Association President: Christina Correa
SLT Chairperson: Christopher Anzalone
Title I Parent Representative (or Parent Advisory Council Chairperson): Isabelle Bitetto
Student Representative(s): Minaya Billings, Christopher Correa
CBO Representative: None

District Information

Geographical District: 31
Superintendent: Paul Rotondo
Superintendent’s Office Address: 198 Forsyth Street New York, N.Y. 10002
Superintendent’s Email Address: PRotondo@schools.nyc.gov
Phone Number: 646-654-1261 212-432-8035
Fax: 

Field Support Center (FSC)
Staten Island

Executive Director: Kevin Moran
715 Ocean Terrace, Staten Island, NY 10301

Executive Director’s Office Address: Kmoran2@schools.nyc.gov

Executive Director’s Email Address: 718-556-8375

Phone Number: 718-556-8367 Fax: 718-556-8375
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>CHRISTOPHER ANZALONE</td>
<td>*Principal or Designee</td>
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<tr>
<td>ANTONIA PRESCIA</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>CHRISTINA CORREA</td>
<td>*PA/PTA President or Designated Co-President</td>
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<tr>
<td>None</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>ISABELLE BITETTO</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td>MINAYA BILLINGS</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>CHRISTOPHER CORREA</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>MICHAEL SOBEL</td>
<td>CSARRepresentative</td>
<td></td>
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<tr>
<td>NANCY STEINFELD</td>
<td>Staff /UFT</td>
<td></td>
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<tr>
<td>DIANA CALLAHAN</td>
<td>Staff /UFT</td>
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<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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<tr>
<td>MATILDE YUNSAN</td>
<td>Staff /UFT</td>
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<tr>
<td>ATIA LOPEZ</td>
<td>Parent</td>
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<td>CARMEN BLAS</td>
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<td>ROSELYN MITCHELL</td>
<td>Parent</td>
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<td>MARIA RIVERA</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s *Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities*, and *Framework for Great Schools*.

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

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

**Strong Schools, Strong Communities**

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

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

**The Framework for Great Schools and CEP Development**

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

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

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

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

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

**NYCDOE’s Quality Review (QR)**

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)

III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

**School Quality Guide**

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

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

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.

- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 4: CEP Overview

1. What is your school’s mission statement?

   The mission of Concord High School is to develop the leaders of tomorrow by preparing all students to meet the high academic, technical, civic and workforce challenges of the twenty-first century. We believe that strong leadership throughout our united community of faculty members, students, parents and associates will move us toward our goals. We, therefore, hold in the highest regard the initiative, planning, effort and teamwork that result in academic rigor, in standard setting student performance and in continuous improvement.
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.

Concord High School is the only New York City Department of Education transfer high school on Staten Island. We work closely with all of the high schools on Staten Island to identify students that would benefit from the special atmosphere and approach of Concord.

Concord High School provides a warm and welcoming school environment for all students. The environment is one in which every staff member knows every student in the school. Concord also has a “Student Adoption” program where every student is “adopted” by a staff member. That staff member becomes the student’s point of contact for questions, report cards, and guidance. This has played a key role in the increase in credit accumulation and attendance at Concord.

Concord High School fosters relationships with outside partners to help its students succeed. Students receive educational support through partnerships with THE New York Center for Interpersonal Development (NYCID), Wagner College, College of Staten Island, YMCA, JCC, Sundog Theatre, Council on the Arts and Humanities for Staten Island, Women’s Theatre Project, Ramapo for Children, Generation Citizen, Read Alliance, and Generation Ready. Our students also receive social/emotional support from our partnerships with Camelot Peer-Mediation, Department of Mental Health, and the ADL (Anti-Defamation League) Peer Educators. Concord students work to give back to the community through its partnerships with Project Hospitality, GrowNYC, Move this World, and the American Cancer Society.

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

Students with Special Needs: 28%

English Language Learners: 1%

Overage/Undercredited: 75%

These students are supported through differentiation, scaffolding, and SWD and/or ENL certified teachers.

4. Identify the elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

During the 2017-2018 school year Concord received a Quality Review where the school was rated "Proficient" in all areas with the exception of 1.2 and 5.1 which were rated "Developing". This review highlighted Component 1.3, Leveraging Resources, as Concord’s Area of Celebration. The evidence provided to support this finding was centered around hiring and programming decisions that were made to increase student access to the content and to strengthen teacher collaboration. To continue to build on this progress, collaborative work amongst teachers will continue to be one of Concord’s main areas of focus. The review found Component 5.1, Monitoring and Revising Systems, as the Area of Focus. The evidence provided to support this finding was centered around the need to review instructional practices related to the school’s instructional core to better support all staff members to make needed adjustments and increase the consistency of practices across all departments. This will be addressed through an increased professional development focus on student questioning and discussion (3b), student engagement (3c), and assessment (3d).

In the upcoming school year we will be continuing to build on our 2017-2018 school year instructional focus as we saw substantial growth in both our students and staff. Concord High School’s instructional focus and teacher team
focus will be on increasing student engagement and 21st century preparedness through an increased focus on infusing technology throughout all content areas. We will also focus on refining our STEM/computer technology programs, increase AP offerings, and incorporate College Access for All initiatives to aid our students’ college and career readiness. Through increased engagement we will increase students’ credit accumulation and transitional readiness. Our teachers will take part in extensive professional learning activities that will lead to increased student success in their courses through the increase in student engagement.
### School Demographics and Accountability Snapshot for 31R470

**School Configuration (2018-19)**
- **Grade Configuration:** 09, 10, 11, 12
- **Total Enrolment (2017-18):** 172
- **SIG Recipient (Y/N):** No

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

**Special Education Programs/Number of Students (2015-16):**
- **# Special Classes (ELA)**: N/A
- **# SETSS (ELA)**: 87
- **# Integrated Collaborative Teaching (ELA)**: 6
- **# Special Classes (Math)**: N/A
- **# SETSS (Math)**: 41
- **# Integrated Collaborative Teaching (Math)**: 3

**Types and Number of Special Classes (2018-19):**
- **# Visual Arts:** 6
- **# Music:** 4
- **# Drama:** 2
- **# Foreign Language:** 2
- **# CTE:** N/A

**School Composition (2017-18):**
- **% Title I Population:** 72.6%
- **% Attendance Rate:** 63.2%
- **% Free Lunch:** 69.2%
- **% Reduced Lunch:** 2.3%
- **% Limited English Proficient:** 1.2%
- **% Students with Disabilities:** 30.8%

**Racial/Ethnic Origin (2017-18):**
- **% American Indian or Alaska Native:** 1.7%
- **% Black or African American:** 28.5%
- **% Hispanic or Latino:** 44.2%
- **% Asian or Native Hawaiian/Pacific Islander:** 1.2%
- **% White:** 23.3%
- **% Multi-Racial:** 2.9%

**Years Principal Assigned to School (2018-19):**
- **4**

**# of Assistant Principals (2016-17):**
- **2**

**% of Teachers with No Valid Teaching Certificate (2014-15):**
- **0%**

**% Teaching with Fewer Than 3 Years of Experience (2014-15):**
- **0%**

**Average Teacher Absences (2014-15):**
- **8.4**

**Student Performance for Elementary and Middle Schools (2017-18):**
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** N/A
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** N/A
- **Mathematics Performance at Levels 3 & 4:** 61%
- **US History Performance at Levels 3 & 4:** 38%
- **4 Year Graduation Rate:** 2016–17

**Overall NYSED Accountability Status (2018-19):**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

**High School**
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: YES
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: NO
  - Economically Disadvantaged: NO

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2018-19 CEP
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.

Strengths:

- **According to staff and School Leadership Team review:**
  - High standards are set and clearly explained to students at the beginning of each term. These expectations are continually restated by the faculty and conveyed in all feedback to students.
  - Students are best served through the utilization of double period classes for students taking specific Regent Exams or requiring remediation.
  - Tailor made student programs to help the student be successful (start time, period placement, double periods, etc.)
  - Science classrooms with built in lab desks in addition to regular classroom desks allowing for quick experiments within the class period.
  - All classrooms have laptop computers to increase student engagement and allow for quick research within classes. The laptops allow for more variety in class activities, increasing differentiation, engagement, and rigor.
  - Instruction is customized to the needs of each individual student within the classroom.

- **According to 2017-2018 Quality Review:**
  - Additional Findings: (1.1)
    - **Findings:** The curricula are aligned to the Common Core Learning Standards and/or content standards, integrate the instructional shifts, and consistently reflect rigorous habits in unit plans.
    - **Impact:** Content-based tasks emphasize higher-order thinking for all students and promote college and career readiness.
    - **Supporting Evidence:**
      - Curricular documents are aligned to the Common Core Learning Standards and content standards and build coherence across and within grades.
      - The school leaders share in the belief that access to the material needs to be planned, differentiated, and reviewed. All units are teacher created and intended to focus on the needs of all learners including students with disabilities and English Language Learners (ELLs).
      - Curriculum maps provide evidence that the school develops rigorous academic tasks through the adaptation of instructional materials and adaptations for ELLs and students with disabilities.
Additional Findings: (2.2)

- **Findings:** Teachers use and create assessments and rubrics that are aligned to the school’s curricula. Common assessments are used to determine student progress towards goals across grades and subject areas.
- **Impact:** Students receive actionable feedback on their work from teachers and are able to use the information to improve their work products. The results from end-of-unit assessments are used to adjust curricula and instructional techniques.
- **Supporting Evidence:**
  - Assessments are aligned to the Common Core and content standards in the curriculum and include end-of-unit assessments, mock Regents examinations, and teacher created tests. In addition, teachers analyze student formative assessment data from quizzes and student work products to reveal information about student achievement.

According to 2017-2018 PPO Feedback:

- **Area of Celebration:** (1.3) Make strategic organizational decisions to support the school's instructional goals and meet student learning needs as evidenced by meaningful student work products. Your school's work on developing lessons that are aligned with Common Core Standards and are Academically Rigorous is evidence of a fully integrated approach to meeting the needs of your learners.

**Needs:**

- Increased focus on student engagement through the infusion of technology.
- Increase in teacher practice alignment to the Danielson Framework for Teaching.

**Priority Need:**

- Improving overall teacher instruction through an increased focus on student questioning and discussion (3b), student engagement (3c), and assessment (3d).
  - **According to 2017-2018 PPO Feedback:**
    - 4/18/18: Continue to work with teachers to make their classrooms and lessons more student centered.
    - 4/18/18: Continue to support your teachers with professional development to strengthen their pedagogy.
    - 11/17/17: Continue to work on helping teachers develop practices in Danielson Components 3B, 3C, and 3D.
    - **Area of Focus:** (1.2) Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.
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, the percentage of teacher observation ratings of “Highly Effective” in Domain 3 (Instruction) will increase by 10%, increasing from a combined 33% to a combined 36%.
### Activities/Strategies

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

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

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

### Teaching staff will build on progress made in the 2017-2018 SY by continuing to participate in monthly cycles of professional learning around the Danielson Framework for Teaching.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Start and End Date</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Topics starting first Monday of month and concluding the last Monday of the month.</td>
<td>Administration, Peer Collaborative Teacher</td>
<td></td>
</tr>
</tbody>
</table>

### Teaching staff will build on progress made in the 2017-2018 SY by continuing to engage in professional learning focused on:

- Higher order thinking (HOT) question creation
- Assessment & rubric creation/alignment
- Assessment task creation

<table>
<thead>
<tr>
<th>Topic</th>
<th>Start and End Date</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics starting first Monday of month and concluding the last Monday of the month.</td>
<td>Administration, Peer Collaborative Teacher</td>
<td></td>
</tr>
</tbody>
</table>

### Peer Collaborative Teacher will bring in new technology for teacher use to increase student engagement (3c) and formalize assessments (3d).

<table>
<thead>
<tr>
<th>Topic</th>
<th>Start and End Date</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly Topics starting first Monday of month and concluding the last Monday of the month.</td>
<td>Administration, Peer Collaborative Teacher</td>
<td></td>
</tr>
</tbody>
</table>

### Teaching staff will engage in post-observations conferences with administration with additional focus on Domain 3.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Start and End Date</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following each cycle of observation: Cycle 1: October Cycle 2: November</td>
<td>Administration, Peer Collaborative Teacher</td>
<td></td>
</tr>
</tbody>
</table>
3b - Parent and Family Engagement

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

Families will be engaged and supported in their understanding of Rigorous Instruction in the following ways:

- **Schoology Utilization**
  - Schoology allows the student and their family to see all course materials, feedback, assessments, rubrics, and course syllabus/curriculum
  - Timeline: Explained at intake meeting, explained in school opening mailer, bi-weekly phone message during first month of each semester, posted in school weekly online newsletter, site updated daily
  - Key Personnel: Each teacher creates and manages their own class page with oversight and support from the administrative team

- **Parent-Teacher Conferences / Update Meetings**
  - Key Personnel: Each teacher creates and manages their own outreach and meeting schedule with oversight and support from the administrative team
  - Timeline: Mandated twice per year and individually scheduled throughout the year as needed during parent outreach/involvement daily time.

Part 4 – Budget and Resource Alignment

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

1. Peer Collaborative Teacher
2. Laptop Computers
3. Smartboards
4. iPads
5. Schoology Subscription and Website

**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>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>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By January 2019, the percentage of teacher observation ratings of “Highly Effective” in Domain 3 (Instruction) will increase by 5%, increasing from a combined 33% to a combined 34.5%.
### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

1. Advance MOTP information and statistics.

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

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Number</th>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3</td>
<td>What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
<td></td>
</tr>
</tbody>
</table>

**Strengths:**

- According to staff and School Leadership Team review:
  - Students feel safe to take intellectual risks within the classroom.
  - Students display respect for their fellow students and the teacher. The teachers have an excellent rapport with the students of their classes.
  - Classes are kept smaller than contractual limits (averaging around 24 students per class) to allow for additional individual student support.
  - The school has a warm and welcoming atmosphere.
  - “Concord Adopted Families” help the students feel comfortable and cared about.
  - Strong element of this school and its leader can be seen in the school’s learning environment which is safe, welcoming and supportive.
  - Students are actively engaged in leadership meetings and teams.
  - Student voice is an essential part of decision making at the school and the principal has a student representative on his operational cabinet.
  - Every student is known well by every staff member at the school.

- According to 2017-2018 Quality Review:
  - Not an Area of Focus, Celebration, or Additional Findings.

- According to 2017-2018 PPO Feedback:
  - Area of Celebration: (1.4) Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

**Needs:**

- Increased focus on building student-school bond.
- Increase in student support services and social-emotional supports.
Priority Need:

- Improving student outcomes and social-emotional health through an increased focus by teaching staff on building respect and rapport (2A) and positive behavior in school (2D).

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.

By June 2019, the percentage of teacher observation ratings of “Highly Effective” in Domain 2 (Classroom Environment) will increase by 5%, increasing from 67.5% to 71%.
### 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></th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching staff will build on progress made in the 2017-2018 SY by continuing to participate in monthly cycles of professional learning around the Danielson Framework for Teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Each month will focus on a different Component and/or sub component.</td>
</tr>
<tr>
<td>- More time will be spent on areas found to be of struggle based on observation cycles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching staff will build on progress made in the 2017-2018 SY by continuing to engage in professional learning focused on classroom management techniques.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teachers will visit staff members rooms whom administration have deemed as having strong classroom management during periods of inter-visitation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and CBO staff will build on progress made in the 2017-2018 SY by continuing to work with students to create school events and activities to increase student involvement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff/students will take part in:</td>
</tr>
<tr>
<td>- March of Dimes</td>
</tr>
<tr>
<td>- Breast Cancer Awareness Walk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Teaching Staff</th>
<th>Monthly Topics starting first Monday of month and concluding the last Monday of the month</th>
<th>Administration, Peer Collaborative Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice per year in one month cycle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycle 1: October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycle 2: February</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Teaching Staff</td>
<td>Event specific timeline/deadlines</td>
<td>Administration, Peer Collaborative Teacher, COSA, CBO Staff</td>
</tr>
</tbody>
</table>
- Bread of Life Food Drive
- Additional events will be sought out throughout the year.

Teaching staff will engage in post-observations conferences with administration with additional focus on Domain 2. All Teaching Staff Following each cycle of observation:
- Cycle 1: October
- Cycle 2: November
- Cycle 3: March
- Cycle 4: April

Administration, Peer Collaborative Teacher

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.

Families will be engaged and supported in their understanding of Supportive Environment in the following ways:

- **Kininvolved Utilization**
  - Kininvolved allows the student and their family to see attendance in real time and provides the parent/guardian with a text message the instance a student is marked absent or late.
  - Key Personnel: Each teacher creates and manages their own class Kininvolved attendance page with oversight and support from the administrative team.
  - Timeline: Explained at intake meeting, explained in school opening mailer, bi-weekly phone message during first month of each semester, posted in school weekly online newsletter, attendance updated each class period daily.

- **Parent-Teacher Conferences / Update Meetings**
  - Key Personnel: Each teacher creates and manages their own outreach and meeting schedule with oversight and support from the administrative team.
  - Timeline: Mandated twice per year and individually scheduled throughout the year as needed during parent outreach/involvement daily time.

Part 4 – Budget and Resource Alignment

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

1. Peer Collaborative Teacher
2. Professional Learning – inside and outside of the school building
3. Kininvolved Subscription

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### Part 5 – Progress Monitoring

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

By January 2019, the percentage of teacher observation ratings of “Highly Effective” in Domain 2 (Classroom Environment) will increase by 2.5%, increasing from 67.5% to 69%.

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

1. Advance MOTP information and statistics.
2. Data calculated on the NYCDOE School Survey.

**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.

Strengths:

- According to staff and School Leadership Team review:
  - Teacher Teams focused around both student improvement and subject specific instructional improvement.
  - Diverse Professional Learning team that identifies areas of learning need for the staff.
  - School schedule that allows for collaborative time.
  - Weekly meetings (School Implementation Team, Attendance Team, etc.) to discuss and address issues in the school.
  - An instructional focus identified and supported by the staff.

- According to 2017-2018 Quality Review:
  - Additional Finding:
    - Findings: Teachers engage in inquiry-based professional collaboration that promotes distributed leadership and adjustments to teaching practices.
    - Impact: Professional collaborations strengthen pedagogy and contribute to effective instructional practices in the classroom, and they provide opportunities for teachers to assume leadership roles in curriculum planning and development.
    - Supporting Evidence:
      - All of the school’s thirteen teachers are engaged in one of the five teacher teams (ELA, Math, Science, Social Studies and Physical Education). Teachers collaborate on professional teams to discuss schoolwide instructional practices that support the implementation of the Common Core and the instructional shifts. Teacher teams meet to review curricula, work products, and student data to elevate the instructional capacity of teachers and align teacher practice to the school’s goals and the Common Core. Student work products reviewed during the teacher team observation meeting showed that students were incorporating content area vocabulary words, throughout their essays.
      - During the meeting with teachers, they shared that working with their colleagues has contributed to enhancing their teaching practice. Teachers shared that they learn from teachers beyond their grade and content area and indicated that as a result of the collaborative team time, intervisitations have been scheduled with a focus on observing best practices and receiving constructive feedback from colleagues. Teachers expressed feeling valued, and gave examples of key decisions that helped with changes to the school schedule, revising the structure of the teacher team meetings, and having input on curricular purchases.
The principal supports distributive leadership initiatives by creating a lead teacher role to support colleague teachers by working with them to improve. The sessions focus on curriculum, assessment and the refinement of student engagement and are facilitated by the lead teacher. During the teacher team interview, teachers shared that collaborative team meetings undergird professional development sessions that are spearheaded by teachers. For example, based on a fellow colleague sharing at a teacher team meeting, teachers engaged in honing their skills with the incorporation of Google classroom. Teachers reported that the collaborative planning meetings strengthen their instructional capacity, and one teacher shared that collaborating with peers has helped to improve her day-to-day planning.

According to 2017-2018 PPO Feedback:
- Area of Note: There is a school wide writing strategy called RACE. In the walk through I reviewed the student writing on the bulletin boards and it was evident that all content areas, including Physical Education and Health, are engaged in this work.

Needs:
- Staff identified a need for increased subject specific professional learning. They expressed a desire for additional time built into the day to allow them to meet in subject discipline teams to learn from one another and share best practices.

Priority Need:
- Staff identified a need for increased assistance in finding and implementing new technology to increase student engagement and strengthen instruction.

Part 2 – Annual Goal

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

By June 2019, 90% of teachers will engage in 6 cycles of professional learning around reviewing and evaluating student engagement and work products/task completion increases due to the increased infusion of technology.
### Activities/Strategies

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

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

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

| Teaching staff will build on progress made in the 2017-2018 SY by continuing to participate in their Professional Learning Teams and work with Concord’s Peer Collaborative Teacher to implement new subject specific technology to increase student engagement and improve instruction. |
|-----------------|----------|---------------|
| All Students | September 2018 | Administration |

| Create three writing cycles per semester in each discipline to review the impact the new technology has had on student engagement: |
|-----------------|----------|---------------|
| All Students | September 2018/February 2019 – Benchmark | Administration, Peer Collaborative Teacher, All Teaching Staff |
| - Benchmark | |
| - Mid-semester assessment | November 2018/April 2019 – Mid-Semester Assessment |
| - End of semester assessment | January 2019/June 2019 – End of Semester Assessment |

| Review each assessment in Professional Learning Teams to: |
|-----------------|----------|---------------|
| All Students | September 2018/February 2019 – Benchmark | Administration, Peer Collaborative Teacher, All Teaching Staff |
| - Collect data | |
| - Find trends | November 2018/April 2019 – Mid-Semester Assessment |
| - Make adjustments as necessary. | |
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.

Families will be engaged and supported in their understanding of Collaborative Teachers and Strategies to promote teacher-parent collaborations in the following ways:

- **Student/Parent Teacher Conferences / Update Meetings**
  - Key Personnel: Teaching staff will conference with each other around targeted students to better understand the students' performance as a whole. They will then work together to design and implement supports to help the student. Once these supports are identified the teachers will communicate the plan to the student and family providing them time to add their input and make adjustments as needed with oversight and support from the administrative team.
  - Timeline: Weekly teacher team meetings and individually scheduled throughout the year as needed. Outreach is done daily.

Part 4 – Budget and Resource Alignment

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

1. Professional Learning Teams
2. Peer Collaborative Teacher

**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>Tax Levy</th>
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<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21st Century Grant</th>
<th>SIG</th>
</tr>
</thead>
</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 January 2019, teachers will complete 3 cycles of professional learning around reviewing and evaluating student engagement and work products/task completion increases due to the increased infusion of technology.

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

1. Review of teacher team materials, attendance sheets, and meeting notes.
2. Increase in student engagement will be assessed through attendance rate and credit accumulation as compared to previous year as well as benchmark assessments based on materials covered with the aid of the new technology.
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.

<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• According to staff and School Leadership Team review:</td>
</tr>
<tr>
<td>o Teachers state that school leadership makes clear to the staff his or her expectations for meeting instructional goals.</td>
</tr>
<tr>
<td>o Parents state school leadership is strongly committed to shared decision making.</td>
</tr>
<tr>
<td>o Teachers state that school leadership communicates a clear vision for this school.</td>
</tr>
<tr>
<td>o Teachers state that school leadership carefully tracks student academic progress.</td>
</tr>
<tr>
<td>o Teachers state that school leadership has made curriculum, instruction, and learning materials coordinated across the different grade levels at this school.</td>
</tr>
<tr>
<td>o Teachers state that school leadership has made certain that there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.</td>
</tr>
<tr>
<td>• According to 2017-2018 Quality Review:</td>
</tr>
<tr>
<td>o Area of Celebration: (1.3)</td>
</tr>
<tr>
<td>▪ <strong>Findings:</strong> The principal uses school resources and teacher time strategically to improve instruction, in order to meet the school’s instructional goals and improve the quality of student work.</td>
</tr>
<tr>
<td>▪ <strong>Impact:</strong> Effective use of resources and time ensures students’ access to meaningful learning opportunities, college and career readiness, and leads to stronger work products.</td>
</tr>
<tr>
<td>▪ <strong>Supporting Evidence:</strong></td>
</tr>
<tr>
<td>▪ The principal made deliberate decisions on the investment of the school’s budget, in alignment to instructional goals, the instructional foci and based on the Citywide Instructional Expectations (CIE). Technology equipment such as desktop and laptop computers were installed in classrooms, to give students additional access to online resources. Additional informational text materials have been purchased to support the instructional shifts, contributing to improvement in student performance, as evidenced by reviews of student work products.</td>
</tr>
<tr>
<td>▪ To promote college readiness, hiring practices were reconsidered to leverage resources. This year, a committee of personnel use a tiered approach to interview and then make recommendations for the hire of new staff. Due to an influx of students with disabilities, there was a focus on hiring content specialists who are dually licensed in special education. These staff members were assigned to self-contained or Integrated Co-teaching classes based on their content specialty.</td>
</tr>
<tr>
<td>▪ The principal utilizes the school's master schedule to provide all teachers with common planning time, in order for teachers to meet to discuss student work and effective grouping practices, as well as engage in ongoing professional development activities. School leaders also schedule one-to-one teacher conferences with teachers.</td>
</tr>
</tbody>
</table>
to discuss common grade assessments and student progress. Teacher teams are responsible for discussing school goals, student outcomes, and instructional practices in order to accelerate student learning. This enables teachers to have dedicated time to focus on the impact of classroom practices on student outcomes, thereby elevating the quality of instruction, with emphasis on challenging tasks for students in all classrooms and content areas.

- **According to 2017-2018 PPO Feedback:**
  - Area of Celebration: 5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS.
  - Area of Note: I commend you on on the work you are doing to lead and grow your school community.

- **According to 2016-2017 PPO Feedback:**
  - At Concord High School, the principal has maximized the resources available for both students and staff by securing a 21st Century grant providing $120,000 per year for the next 5 year period.
  - This will provide after school classes, college and career training including industry-based collaborations such as welding, cosmetology and Medical Billing and Coding.
  - Kinvolved attendance outreach program/app has improved student attendance by 4% and improved communications among the school, students and families.
  - The principal has also secured a NY State Senator Savino project Boost grant of $24,500 to implement a program to improve experiential learning for disengaged youth.
  - Your school's work on developing lessons that are aligned with Common Core Standards and are Academically Rigorous is evidence of a fully integrated approach to meeting the needs of your learners.
  - A strong element of this school and its leader can be seen in the school’s learning environment which is safe, welcoming and supportive.
  - Your work in linking both Danielson's expectations, rubric specifics, and prior observational findings to each lesson observation provides clarity for teachers around improvement while promoting connectivity to both your and our district's focus on 'Follow Through.'

**Needs:**

- Staff identified a need for increased subject specific professional learning. They expressed a desire for additional time built into the day to allow them to meet in subject discipline teams to learn from one another and share best practices.

**Priority Need:**

- Staff identified a need for increased assistance in finding and implementing new technology to increase student engagement and strengthen instruction.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, the percentage of positive teacher responses on the “Effective School Leadership” portion on the NYC School Survey / Framework for Great Schools Report will increase by 1.5%, increasing from a combined 97.5% to a combined 99% compared to the 2017-2018 school year NYC School Survey / Framework for Great Schools Report.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teaching Staff</td>
<td>Monthly Topics starting first Monday of month and concluding the last Monday of the month</td>
<td>Administration, Peer Collaborative Teacher</td>
</tr>
</tbody>
</table>

Teaching staff will build on progress made in the 2017-2018 SY by continuing to participate in monthly cycles of professional learning around the Danielson Framework for Teaching.

- Each month will focus on a different Component and/or sub component.
- More time will be spent on areas found to be of struggle based on observation cycles or at teacher request.

Teaching staff will build on progress made in the 2017-2018 SY by continuing to engage in professional learning focused on their specific content area and needs.

- This will be done through an increased infusion of technology and an increase in new teaching resources (Schoology, TenMarks, Barrons Online, etc.).
- Data reports from these systems will be used to establish effectiveness of the new material/technology.

### 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.

Families will be engaged and supported in their understanding of Effective School Leadership and Strategies to promote parent leadership and engagement in the following ways:
• **Schoology utilization**
  o Schoology allows the student and their family to see all course materials, feedback, assessments, rubrics, and course syllabus/curriculum
  o Key Personnel: Each teacher creates and manages their own class page with oversight and support from the administrative team
  o Timeline: Explained at intake meeting, explained in school opening mailer, bi-weekly phone message during first month of each semester, posted in school weekly online newsletter, site updated daily

• **Kinvolved Utilization**
  o Kinvolved allows the student and their family to see attendance in real time and provides the parent/guardian with a text message the instance a student is marked absent or late.
  o Key Personnel: Each teacher creates and manages their own class Kinvolved attendance page with oversight and support from the administrative team
  o Timeline: Explained at intake meeting, explained in school opening mailer, bi-weekly phone message during first month of each semester, posted in school weekly online newsletter, attendance updated each class period daily.

• **Parent-Teacher Conferences / Update Meetings**
  o Key Personnel: Each teacher creates and manages their own outreach and meeting schedule with oversight and support from the administrative team
  o Timeline: Mandated twice per year and individually scheduled throughout the year as needed.

• **School Leadership Team / Parent-Teacher Association**
  o Key Personnel: SLT members which consist of the principal, PTA president, UFT chapter chairperson, other UFT members, parents, and students. PTA members and all parents/guardians.
  o Timeline: Monthly and individually scheduled throughout the year as needed.

**Part 4 – Budget and Resource Alignment**

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

1. Professional Learning Teams
2. Peer Collaborative Teacher
3. School Leadership Team
4. Parent-Teacher Association

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

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

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

By January 2019, the percentage of positive teacher responses on a mock survey aligned to the “Effective School Leadership” portion on the NYC School Survey will increase by .75%, increasing from a combined 97.5% to a combined 98.25% compared to the 2017-2018 school year NYC School Survey / Framework for Great Schools Report.

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


**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.

<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to School Leadership Team and NYC School Survey review:</td>
</tr>
<tr>
<td>o Parents identified the following areas of strength in regards to communication with school staff and the school’s efforts to engage parents as partners in their child’s education:</td>
</tr>
<tr>
<td>o School staff regularly communicate with parents/guardians about how staff can help students learn.</td>
</tr>
<tr>
<td>o School staff tell families what the staff needs to advance the school’s mission.</td>
</tr>
<tr>
<td>o Parents/guardians are greeted warmly when they call or visit the school.</td>
</tr>
<tr>
<td>o Teachers work closely with families to meet students’ needs.</td>
</tr>
<tr>
<td>o School staff encourage feedback from parents/guardians and the community.</td>
</tr>
<tr>
<td>o Teachers try to understand families’ problems and concerns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>According to 2017-2018 Quality Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Not an Area of Focus, Celebration, or Additional Findings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>According to 2017-2018 PPO Feedback:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Not an area of note.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>According to 2016-2017 PPO Feedback:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Area of Celebration: (1.3) The use of resources (e.g., budget, space, technology, coaches, partnerships, grants) and other organizational decisions are well-aligned to and support the school’s instructional goals and long-range action plans, as evident in meaningful student work products.</td>
</tr>
<tr>
<td>o The following grants and partnerships were secured to increase family and community ties:</td>
</tr>
<tr>
<td>o 21st Century grant providing $120,000 per year for the next 5 year period.</td>
</tr>
<tr>
<td>o This will provide after school classes, college and career training including industry-based collaborations such as welding, cosmetology and Medical Billing and Coding.</td>
</tr>
<tr>
<td>o NY State Senator Savino project Boost grant of $13,500</td>
</tr>
<tr>
<td>o Used to implement a program to improve experiential learning for disengaged youth.</td>
</tr>
</tbody>
</table>
Needs:
- Improving parent communication with teachers about their child’s performance and attendance.

Priority Need:
- Increased parent involvement in all aspects of student and school life.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the school in collaboration with the community based organization (CBO) will hold four parent engagement centered events with the specific focus of increasing parent involvement and awareness.
**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Administration will work with parents/guardians to increase the registration for and the use of Schoology to monitor their child’s performance.</td>
<td>Parents/Guardians</td>
<td>Continuous</td>
<td>Administration, Peer Collaborative Teacher, Teaching Staff, Support Staff</td>
</tr>
<tr>
<td>- Staff will check if parents are registered for Schoology whenever they are contacting the parent and urge them to register if they are not.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching staff will increase parent outreach through additional time allotted each day.</td>
<td>Parents/Guardians</td>
<td>Continuous</td>
<td>Administration, Teaching Staff</td>
</tr>
<tr>
<td>- This will be monitored through anecdotal logs kept on Schoology updated by all staff members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- This will be monitored through usage logs kept on Kinvolved by all staff members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff will utilize support staff and automated/text phone system to increase parent outreach.</td>
<td>Parents/Guardians</td>
<td>Continuous</td>
<td>Administration, Teaching Staff, Support Staff</td>
</tr>
<tr>
<td>- Student’s parents/guardians will receive a text from a staff member whenever absent.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO staff will work with administration to design events that address student and parent need, both academically as well as social-emotionally.</td>
<td>Parents/Guardians</td>
<td>Monthly</td>
<td>CBO staff, Administration, Teaching Staff, Support Staff</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Community Based Organization:

- New York Center for Interpersonal Development

Other Partnerships:

- College of Staten Island
- YMCA
- JCC
- Sundog Theatre
- Generation Citizen
- Generation Ready
- Camelot
- Department of Mental Health

**Part 4 – Budget and Resource Alignment**

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

1. Community Based Organization Staff
2. Peer Collaborative Teacher
3. Support Staff
4. Automated Phone System
5. Additional Parent Outreach Time

**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>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>C4E</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td></td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By January 2019, the school in collaboration with the community based organization (CBO) will hold two parent engagement centered events with the specific focus of increasing parent involvement and awareness.

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

Event follow-up surveys after each event.

**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><strong>English Language Arts (ELA)</strong></td>
<td>8th Grade English Language Arts (ELA) State Exam Score</td>
<td>Double Period of instruction in ELA</td>
<td>Small group</td>
<td>During and After the School Day</td>
</tr>
<tr>
<td></td>
<td>New York State Regent Exam Score</td>
<td>Interactive reading program (Read 180)</td>
<td>One-to-One</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Observation</td>
<td>Remediation Work Through iLearn Foundation Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>8th Grade Math State Exam Score</td>
<td>Double Period Common Core Algebra Regent Class</td>
<td>Small group</td>
<td>During and After the School Day</td>
</tr>
<tr>
<td></td>
<td>New York State Algebra Regent Exam Score</td>
<td>Remediation Work Through iLearn Foundation Courses</td>
<td>One-to-One</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Observation</td>
<td>Tutoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>New York State Living Environment Regent Exam Score</td>
<td>Double Period Living Environment and Earth Science Regent Class</td>
<td>Small group</td>
<td>During and After the School Day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Observation</strong></td>
<td><strong>Teacher Observation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remediation Work Through iLearn Foundation Courses</strong></td>
<td><strong>Remediation Work Through iLearn Foundation Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tutoring</strong></td>
<td><strong>Tutoring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Double Period Global History and US History Regent Class</strong></td>
<td><strong>Counseling</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>One-to-One</strong></td>
<td><strong>Small group</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>School Implementation Team</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New York State Global History and/or US History Regent Exam Score</strong></td>
<td><strong>Parent Observation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Double Period Global History and US History Regent Class</strong></td>
<td><strong>One-to-One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Remediation Work Through iLearn Foundation Courses</strong></td>
<td><strong>One-to-One</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>During and After the School Day</strong></td>
<td><strong>During and After the School Day</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**At-risk services:**
- Provided by the Guidance Counselor, School Psychologist, Social Worker, etc.

**Social Studies:**
- New York State Global History and/or US History Regent Exam Score
- Teacher Observation
- Remediation Work Through iLearn Foundation Courses
- Tutoring
- Double Period Global History and US History Regent Class
- Remediation Work Through iLearn Foundation Courses
- One-to-One
- During and After the School Day

**At-risk services (e.g.)**:
- Teacher Observation
- School Implementation Team
- Parent Observation
- Tutoring
- Counseling
- Small group
- One-to-One
- During and After the School Day
### Section 7: Support for Students in Temporary Housing (STH)

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

**Supporting Students in Temporary Housing (STH)**


### Part A: FOR TITLE I SCHOOLS

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.)

   Currently we have nine students in temporary housing.

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

   **Counseling**

   **Tutoring**

   Funds to help support students - possible uses for the funds are (but not limited to):

   - gym shoes
   - winter boots
   - field trip expenses
   - school supplies
   - educational supplies
   - glasses
   - hearing aids
   - food
   - wheel chairs
   - short-term transportation

### 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).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).

| 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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

- **Recruitment:**
  o Work with colleges and NYCDOE recruitment programs to identify highly qualified teachers to staff any current or future vacancies.

- **Retention:**
  o Work with staff to identify concerns that could lead to their leaving and work to address them together.

- **Assignment:**
  o Work with the school’s program chair and guidance counselor to assign staff to classes they are qualified to teach and have data supporting their effectiveness.

- **Support:**
  o All staff will attend professional learning activities to further their professional development and increase student outcomes.

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).
• Teacher Teams focused around both student improvement and subject specific instructional improvement.
• Diverse Professional Learning team that identifies areas of learning need for the staff.
• Weekly and/or monthly meetings to address issues in the school:
  o School Implementation Team
  o Attendance Team
  o Teacher Teams
  o Professional learning around Danielson Framework for Teaching with administration

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Assessment measures and professional development around assessment are reviewed by teacher teams and discuss with administration prior to implementation. Once all stakeholders are in agreement the measure is then infused into the curriculum. These decisions will be based on data derived from attendance rate, credit accumulation, grades, and statistics from new technology sources (Schoology, TenMarks, Barrons Online).

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide
plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document 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</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>117,384</td>
<td>X Section 5A &lt;br&gt;Section 5B &lt;br&gt;Section 5C &lt;br&gt;Section 5D &lt;br&gt;Section 5E &lt;br&gt;Section 6</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X N/A</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X N/A</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>X N/A</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,715,982</td>
<td>X Section 5A &lt;br&gt;Section 5B &lt;br&gt;Section 5C &lt;br&gt;Section 5D &lt;br&gt;Section 5E &lt;br&gt;Section 6</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**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. Concord 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**

Concord 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.

**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 ESSA;
- Schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

### Encouraging School-Level Parental Involvement
- The school will further encourage school-level parental involvement by:
  - Holding an annual Title I Parent Curriculum Conference
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- Supporting or hosting Family Day events
- Establishing a Parent Resource Center/Area or lending library
- Instructional materials for parents
- Encouraging more parents to become trained school volunteers
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

**School-Parent Compact (SPC)**

**Concord 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 (ESSA)

### I. School Responsibilities: Supporting Home-School Relationships

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

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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

### I. School Responsibilities: Providing General Support to Parents

- **Provide general support to parents by:**
  - creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians
  - assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
  - sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community
  - supporting parental involvement activities as requested by parents
  - ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy
  - advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs

### II. Parent/Guardian Responsibilities

- Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- Check and assist my child in completing homework tasks, when necessary
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time
- Encourage my child to follow school rules and regulations and discuss this Compact with my child
- Volunteer in my child’s school or assist from my home as time permits
- Participate, as appropriate, in the decisions relating to my child’s education
- Communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
- Respond to surveys, feedback forms and notices when requested
• Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
• Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible
• Take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams
• Share responsibility for the improved academic achievement of my child

### III. Student Responsibilities

- **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>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>470</td>
</tr>
</tbody>
</table>

School Name: Concord High School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>School Counselor</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Parent Coordinator</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Anzalone</td>
<td>Michael Sobel</td>
<td>N/A</td>
<td>Kimberly Russell</td>
<td>N/A</td>
<td>Christina Correa</td>
<td>N/A</td>
<td>Kimberly Russell</td>
<td>Paul Rotondo</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
<td>Number of special education teachers with bilingual extensions</td>
<td>0</td>
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</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>2</td>
<td>1.33%</td>
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</table>

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>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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</thead>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes ☐ No ☒ If yes, indicate language(s): ☐
- Dual language program (DL) Yes ☐ No ☒ If yes, indicate language(s): ☐
- Freestanding ENL Yes ☒ No ☐

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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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?
   - Read 180 assessment test
   - NYC DOE Performance Assessments
   - Teacher made Local assessments

   We use the data from the test results to adjust student schedules, groupings, and assure that students have access to the curriculum. Student supports are individualized as needed

2. What structures do you have in place to support this effort?
   - Teacher teams
   - ENL team
   - Peer Collaborative Teacher
   - Full-time ENL teacher
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?

   Success of our ELL program is evaluated through a thorough data review of our ELL Students results including:

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

   Teacher teamsENL teamPeer Collaborative TeacherFull-time ENL teacher

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]

   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].)

   Concord does not have a large enough ELL population to base data patterns (currently only two ELL students. We analyze each student’s data individually and look for ways of improvement.

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

   We meet with each student and family to review assessment outcomes and progress and work together to formulate a plan.

---

**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.

      Concord High School provides all eligible ELL students support through a freestanding ENL program, where students receive all instruction in English, emphasizing English Language acquisition. We use a self-contained ENL instructional model.

      Students in Beginning (B) ENL classes receive 3 periods per day of ENL instruction. Students in Intermediate (I) ENL classes receive 2 periods per day of ENL instruction. Students in Advanced (A) ENL classes receive 1 period per day of ENL instruction. The Advanced (A) ENL students also receive 1 period per day of English language arts instruction. Students are grouped homogeneously based on proficiency levels rather than by grade as our school does not follow a strict grade level model.

      All ENL and ELA instruction includes literature and content-based instruction which is aligned explicitly to Common Core State Standards. Explicit ENL instruction is delivered in the following ways:

      • Teachers scaffold academic language and complex content to support student participation in content areas
      • Language functions and structures are taught within the context of the lesson.
      • Teachers use a wide range of visuals and print materials to develop English language proficiency
      • Teachers model the use of the language in ways in which the students are expected to participate.
      • Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.

   b. TBE program. *If applicable.*

      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)?

   Students in Beginning (B) ENL classes receive 3 periods per day of ESL instruction.
   Students in Intermediate (I) ENL classes receive 2 periods per day of ENL instruction.
   Students in Advanced (A) ENL classes receive 1 period per day of ENL instruction. The Advanced (A) ENL students also receive 1 period per day of English language arts instruction.

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.

   The Beginning ENL course focuses on the following: BICS (conversation, social, and survival skills), phonological, morphological, syntax, collocation or word banks, front loading, and total physical response. Listening and reading is more heavily weighted in instruction with some writing and speaking in each lesson plan.

   The Intermediate and Advanced course focuses on CALPS (cognitive, academic language proficiency), graphic organizers, research skills, and multiple-choice test taking skills, cloze activities, metacognition skills, inferences, whole language, and grammar. Listening, reading, writing, and speaking are the four components of an ENL lesson.

   All ENL and ELA instruction includes literature and content-based instruction which is aligned explicitly to the Common Core State Standards. Explicit ENL instruction is delivered in the following ways:
   - Teachers scaffold academic language and complex content to support student participation in content areas
   - Language functions and structures are taught within the context of the lesson.
   - Teachers use a wide range of visuals and print materials to develop English language proficiency
   - Teachers model the use of the language in ways in which the students are expected to participate.
   - Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.

   Content Area Instruction

   All content area courses are taught in English using ENL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ENL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL’s are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction.

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

   Our certified ENL teacher works collaboratively with the content area teachers, to provide support for the ELL population. ELL’s are provided with native language glossaries to support content area instruction and assessments and evaluations are translated to the student’s preferred language when needed.

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
Support for Newcomers (ELLs in US schools less than three years) - At the core of our ENL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Ambassador Program. This program matches each new student with a current student who will serve as a mentor. The Ambassadors help the new student acclimate to the school environment and culture.

Support for Students with Interrupted Formal Education (SIFE) - All ENL classes offer cooperative group work activities, visual aids, multi-intelligence activities, workshop model, balanced literacy. SIFE students are provided with opportunities to attend tutoring sessions to provide targeting interventions as determined through ongoing assessment.

Concord High School offers a smaller learning environment than the traditional high school setting. Our school culture and learning environment gives use the opportunity and flexibility to differentiate instruction for all of our ELL students, whether that is the learning and social emotional needs of our students are met on an individual level, whether that student is a new ELL, 4 to 6 years ELL, or LTE.

Support for long term ELLs and Extension of Services
- After school tutoring services;
- Scaffolding of instruction;
- ENL Library;
- Professional development for staff in the use of ENL instructional strategies and differentiated instruction;
- Collaboration between teachers, including sharing of best practices and strategies for working with ELL students;
- Use of “Workshop Model” and “Balanced Literacy” strategies in ENL and content area classes;
- Interns from St John’s University, College of Staten Island, and Wagner College provide additional supports including one to one tutoring;
- Additional Resource Room classes are available to support content area instruction and language development;

Former ELL’s are provided with any supports deemed necessary by our instructional staff. All former ELL’s will receive their test modification for two years.

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

At this time Concord High School has no special education ELL students. However, all support and instructional programs available for ELL students and Special Needs students are available for students identified as both ELL and Special Needs. The guidance counselor will review the records of all ELL-SWD’s to make sure they receive all services mandated on their IEP, as well as spending the maximum amount of time spent with non-disabled peers.

All instruction for ELL-SWD includes literature and content-based instruction which is aligned explicitly to Common Core State Standards. Explicit ENL instruction is delivered in the following ways:
- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.
- Appropriate grade level materials will be made available as needed.

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-SWD’s will receive instruction in the least restrictive environment as determined by the school assessment team, giving them the opportunity to maximize time spent with non-disabled peers. All students are individually scheduled, allowing us the flexibility to meet their individual needs and help them to achieve their IEP goals.

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.

Content Area Instruction is aligned directly to the Common Core State Standards
All content area courses are taught in English using ENL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards. Our certified ESL teacher works collaboratively with the content area teachers, provide indirect support for the ELL population. ELL’s are provided with native language glossaries to support content area instruction. Our ESL teacher works individually with each student to support content area instruction

Targeted intervention for all subject areas (ELA, Math, Social Studies, and Science,) is delivered in English though a variety of methods:
- After-school and lunchtime tutoring
- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Programs will be considered on an as needed basis based on ELL enrollment.

10. If you had a bilingual program, what was the reason you closed it?
None

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All content area courses are taught in English using ENL and ELA methodologies and are aligned with the Common Core Standards in each content area. Courses offer challenging content and are taught using instructional strategies that will prepare students to think critically, solve problems, and acquire the language and skills needed to meet the NYS and NYC standards.

After school and supplemental programs:
- After-school and lunchtime tutoring
- Teachers scaffold academic language and complex content to support student participation in content areas
- Language functions and structures are taught within the context of the lesson.
- Teachers use a wide range of visuals and print materials to develop English language proficiency
- Teachers model the use of the language in ways in which the students are expected to participate.
- Teachers use stories that are based on the students’ culture that will connect to the students’ prior experiences.

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.
Textbooks with lower level vocabulary to provide students with access to curriculum.
Content specific bilingual glossaries are provided to all ELL students.
All students are provided with an Apple Macbook to support instruction, language acquisition and academic discourse. Smartboards are used in classrooms to provide students with visual cues to support learning.
13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Instructional materials are available in students’ native language as needed.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   The school works with the student, their family, and the teaching staff to provide all the supports needed for the child to be successful.

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?
   Textbooks with lower level vocabulary to provide students with access to curriculum.
   Content specific bilingual glossaries are provided to all ELL students.
   All students are provided with an Apple Macbook to support instruction, language acquisition and academic discourse.
   Smartboards are used in classrooms to provide students with visual cues to support learning.

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).
   At the core of our ENL philosophy is to offer a comfortable environment so students will become quickly immersed in their schooling and feel encouraged to practice their English language skills with one another and our native speaking population. It is also important to provide exposure to American culture. All new ELLs administered the Lab-R. Results of the Lab-R will help determine appropriate services for the student. Parents will be provided with the same ENL information that was stated above, and will be given the option of choosing the most appropriate program for their child. All new students participate in our Advisory program. This program matches each new student with an advisor who will serve as a mentor. The advisor and other advisory class members help the new student acclimate to the school environment and culture.

17. What language electives are offered to ELLs?
   Spanish

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   N/A

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   All teachers receive PD in the use of ENL instructional strategies, designing Common Core units of study, effective teaching practices, differentiated instruction, multiple intelligences, scaffolding of instruction, etc.
   PD is provided via weekly Friday meetings, after-school workshops as well as through on-going support provided by the DOE.

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.

As a transfer High School, students do not transition to us from middle school, they transfer form other high schools. In order to support the transition for all students, including our ELL population, we provide an advisory class for all new admits. PD is provided via weekly meetings, after-school workshops as well as through on-going support provided by the DOE. Logs of attendance and agendas are kept on file in the school.

**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?

   All new admits to Concord High School meet with either the Principal or the Assistant Principal. At this meeting we encourage parents to take an active role in the PTA and School Leadership team. In addition, parents needs are evaluated at this initial conference as well as through parent surveys. Based upon the needs that parents describe, we design and offer workshops for parents throughout the year.

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

   The parent of our only current ELL student has not attended any PTA or SLT meetings. She has however come up for the guidance meetings that we encourage our parents of ELL’s to attend each marking period/semester to review her child’s progress.

**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.

Concord High School is dedicated to using a comprehensive approach to provide services for our ELL population from the very beginning stages of language acquisition to English language proficiency. Many students who have been turned away from large high schools because of their age and level of English skills, find a home at Concord who help them acquire language skills and credit accumulation in a safe, friendly, and academic rigorous curricula. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses infused with ENL and ELA methodologies and professional development for our staff, we are working on assisting all students in completing their high school diploma requirements.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Christopher Anzalone, 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>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Anzalone</td>
<td>Principal</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>Michael Sobel</td>
<td>Assistant Principal</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>Matilde Yunsan</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>Christina Correa</td>
<td>Parent</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>Kimberly Russell</td>
<td>School Counselor</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>Paul Rotondo</td>
<td>Superintendent</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>06/07/2017</td>
</tr>
<tr>
<td>N/A</td>
<td>Other</td>
<td></td>
<td>06/07/2017</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 31R470  School Name: Concord High School  Superintendent: Paul Rotondo

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael</td>
<td>Sobel</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Matilde</td>
<td>Yunsan</td>
<td>ENL Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* 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.

Concord High School identifies the primary language spoken by the parent of each student through personal interviews upon enrollment. A Home Language report (RHLA) and Preferred Language report (RAPL) is run is ATS to identify any information that may not have been captured at interview. This information is kept on file, maintained in ATS and recorded on the child’s emergency contact card.

We have translated many of our school letters into Spanish. The Translation and Interpretation unit will assist us in translating any additional information as needed.
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>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>104</td>
<td>78.2</td>
<td>104</td>
<td>78.2</td>
</tr>
<tr>
<td>Spanish</td>
<td>25</td>
<td>18.8</td>
<td>25</td>
<td>18.8</td>
</tr>
<tr>
<td>Urdu</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>Russian</td>
<td>2</td>
<td>1.5</td>
<td>2</td>
<td>1.5</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Handbook</td>
<td>September &amp; February</td>
<td>Google translate software then materials reviewed by school staff fluent in the language for accuracy.</td>
</tr>
<tr>
<td>School Calendar</td>
<td>September &amp; February</td>
<td>Google translate software then materials reviewed by school staff fluent in the language for accuracy.</td>
</tr>
<tr>
<td>Announcements</td>
<td>Weekly</td>
<td>Google translate software then materials reviewed by school staff fluent in the language for accuracy.</td>
</tr>
<tr>
<td>Calendars</td>
<td>Monthly</td>
<td>Google translate software then materials reviewed by school staff fluent in the language for accuracy.</td>
</tr>
<tr>
<td>Student Curriculum</td>
<td>September &amp; February</td>
<td>Google translate software then materials reviewed by school staff fluent in the language for accuracy.</td>
</tr>
<tr>
<td>SLT &amp; PTA Info</td>
<td>Monthly</td>
<td>Google translate software then materials reviewed by school staff fluent in the language for accuracy.</td>
</tr>
<tr>
<td>Parent-Teacher Conference</td>
<td>October &amp; March</td>
<td>Google translate software then materials reviewed by school staff fluent in the language for accuracy.</td>
</tr>
</tbody>
</table>
2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake Interview</td>
<td>Intake Interview: August/September</td>
<td>Meetings held with/calls made by school staff fluent in the language preferred.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>October/March</td>
<td>Use of NYCDOE translation hotline during conferences.</td>
</tr>
<tr>
<td>Attendance Phone Calls</td>
<td>Weekly</td>
<td>Use of NYCDOE translation hotline during conferences.</td>
</tr>
<tr>
<td>Guidance Meetings/Phone Calls</td>
<td>Monthly</td>
<td>Meetings held with/calls made by school staff fluent in the language preferred.</td>
</tr>
</tbody>
</table>

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

The automated calling service the school utilizes, Kinvolved, has the parent's preferred oral language designated (uploaded from ATS) and makes all calls in that preferred language. All of the preferred languages for Concord High School are languages that are supported by the platform.

**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.

The Language Access Coordinator reviews Chancellor’s Regulation A-663 with all staff at the opening conference of each semester and reviews it again as well as available resources with all staff monthly thereafter.

**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
Concord High School will send written notification to each parent whose primary language is a covered language and who requires assistance services with written notification of their rights regarding translation and interpretation services in the appropriate languages, and on how to obtain such services. In addition, we will post a sign, in the covered languages, indicating where in the school they can go for translation and interpretation services.

**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?

- NYCDOE Parent Survey
- Parent-Teacher Conferences
- Parent-Staff Interactions