2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 18K635
School Name: OLYMPUS ACADEMY
Principal: BRUCE GONZALES
Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- Section 5A Framework for Great Schools Element - Rigorous Instruction
- Section 5B Framework for Great Schools Element - Supportive Environment
- Section 5C Framework for Great Schools Element - Collaborative Teachers
- Section 5D Framework for Great Schools Element - Effective School Leadership
- Section 5E Framework for Great Schools Element - Strong Family-Community Ties

Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Olympus Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>18K635</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331800011635</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>755 E 100 St. Brooklyn, NY 11236</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-272-1926</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-272-5713</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Andrew Rabinovic</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:arabinovic@schools.nyc.gov">arabinovic@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Bruce Gonzales</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Tabatha Rolando</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Maureen Butler</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Cynthia Green</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Pamela Europe Pyle</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Amadou Diagne</td>
</tr>
<tr>
<td></td>
<td>Venny Dial</td>
</tr>
<tr>
<td></td>
<td>Cynthia Green</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 18 |
| Superintendent: | Paul Rotondo |
| Superintendent’s Office Address: | 335 Adams St., Brooklyn, NY, 11201, 5th Floor |
| Superintendent’s Email Address: | transfer.d12hs@schools.nyc.gov |
| Phone Number: | 646-654-1261 |
| Fax: | (646) 654-1261 |

## Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Affinity Schools</th>
<th>Alexandra Anormaliza</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director:</td>
</tr>
<tr>
<td></td>
<td>131 Livingston St. Brooklyn, NY 11201</td>
</tr>
<tr>
<td></td>
<td>Executive Director’s Office Address:</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:aanorma@schools.nyc.gov">aanorma@schools.nyc.gov</a></td>
</tr>
<tr>
<td></td>
<td>Executive Director’s Email Address:</td>
</tr>
<tr>
<td></td>
<td>718-935-5618</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-935-5941</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
</tr>
</tbody>
</table>
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Gonzales</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Tabatha Rolando</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Maureen Butler</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Christian Kennedy</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Pamela Europe Pyle</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Amadou Diagne</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Venny Dial</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Cynthia Green</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Paulette Henry</td>
<td>Member/ Parent--Co-President</td>
<td></td>
</tr>
<tr>
<td>Pamela Europe Pyle</td>
<td>Member/ Parent--Co-Treasurer</td>
<td></td>
</tr>
<tr>
<td>Ana Quinerly</td>
<td>Member/ Parent--Co-Treasurer</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Gladys Nunez</td>
<td>Member/ Parent--Recording Secretary</td>
<td></td>
</tr>
<tr>
<td>Patrick Duggan</td>
<td>Member/ Staff--UFT</td>
<td></td>
</tr>
<tr>
<td>Satanya Wilson</td>
<td>Member/ Staff--UFT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

The Six Elements of the Framework for Great Schools

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Systems for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

School Quality Guide

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

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

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

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

### Section 4: CEP Overview

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our mission: We engage over-age, under-credited students with relevant, rigorous, personalized learning experiences through which they master the skills necessary for higher education, work and life. We achieve this mission through a unique program of blended asynchronous learning that allows every student a personalized pathway to success at a pace best suited to him or her.</td>
</tr>
</tbody>
</table>
Olympus Academy is a transfer high school located in Canarsie, Brooklyn, serving students who have not met with success in traditional high school environments.

Our small school serves as a second home to our students, who speak of the school community as “family.” As part of the New Visions Affinity Group, Olympus school leaders collaborate with other dynamic transfer school leaders through a Critical Friends Group that meets monthly to share best practices in school leadership. Further, the school collaborates with a wider group of transfer schools through the Transfer School Institute, a program overseen by the Office of Post-Secondary Readiness. Olympus was also selected as a PROSE school in the competitive program’s inaugural year.

As a transfer high school, we serve a population of over-age, under-credited youth. These students have previously struggled in school due to a variety of causes: health problems for either the student or a relative, psychological problems, trauma, homelessness, pregnancy, and gang affiliation; or simply disenfranchisement, detachment, disengagement or disillusionment. These students need individualized supports: a caring adult, individualized schedules and graduation plans, counseling, mediation, jobs and internships, and help gaining access to outside services. Furthermore, a significant portion of our student population is eligible for special education services. These students need small class sizes, individualized attention in classrooms, emotional support and more.

One special population found at Olympus Academy is our student with disabilities. These students need to have access to differentiated, yet rigorous instruction and curriculum. Additionally, our SWD's require a designated point person to help make sure their needs are being met.

Another special population found at Olympus Academy are our students who are newly arrived to this country and are attending NYC public schools for the first time. These student require help in understanding the educational requirements of NYC school system, as well as the college application process.

Our greatest area of success during the 2017-2018 school year was in the area of school culture. Olympus Academy received a rating of well developed for school culture on the 2017-2018 school quality review. The achievement was reflected in the 2017-2018 school quality guide, which showed growth in all metrics related to school culture. This included a metric score increase from 3.03 to 3.22 for supportive environment and a change from 4.07 to 4.41 in the areas of trust.

Two of our key areas of focus for the 2018-2019 school year are student discussion and assessment. Even though our scores on the 2017-2018 quality guide showed some growth in these areas, the scores remain low. Feedback from the 2017-2018 quality review also suggests that we should continue focusing on student discussion and assessment. Further justification for these choices are outlined below in our needs assessment and action plans.
## School Demographics and Accountability Snapshot for 18K635

### School Configuration (2018-19)
- Grade Configuration: 09,10,11,12
- Total Enrollment (2017-18): 206
- 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): 2
- # SETSS (ELA): 60
- # Special Classes (Math): 2
- # SETSS (Math): 52
- # Integrated Collaborative Teaching (ELA): 34
- # Integrated Collaborative Teaching (Math): 33

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

### School Composition (2018-17)
- % Title I Population: 79.0%
- % Attendance Rate: 82.9%
- % Free Lunch: 72.3%
- % Reduced Lunch: 5.3%
- % Limited English Proficient: 2.4%
- % Students with Disabilities: 26.7%

### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 1.5%
- % Black or African American: 88.8%
- % Hispanic or Latino: 5.8%
- % Asian or Native Hawaiian/Pacific Islander: 1.0%
- % White: 1.9%
- % Multi-Racial: 2.4%

### Personnel (2015-16)
- Years Principal Assigned to School: 2.8
- # of Assistant Principals: 2
- % of Teachers with No Valid Teaching Certificate: 6%
- % Teaching Out of Certification: 25%
- Average Teacher Absences: 7.2

### Student Performance for Elementary and Middle Schools (2018-18)
- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- Science Performance at levels 3 & 4 (4th Grade): N/A
- Science Performance at levels 3 & 4 (8th Grade): N/A

### Student Performance for High Schools (2016-17)
- ELA Performance at levels 3 & 4: 52%
- Mathematics Performance at levels 3 & 4: 52%
- Global History Performance at levels 3 & 4: 26%
- US History Performance at Levels 3 & 4: 31%
- 4 Year Graduation Rate: 62.9%
- Regents Diploma w/ Advanced Designation: 0.0%

### Overall NYSED Accountability Status (2018-19)
- Recognition: N/A
- Local Assistance Plan: No
- Focus School Identified by a Focus District: No

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

#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: YSH
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: YSH

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - American Indian or Alaska Native: N/A
  - Black or African American: NO
  - White: N/A
  - Multi-Racial: N/A
  - Limited English Proficient: N/A

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
- American Indian or Alaska Native: N/A
- Black or African American: NO
- Hispanic or Latino: N/A
- White: N/A
- Limited English Proficient: N/A
- Economic Disadvantaged: NO

---

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.

1. The 2017-2018 School Quality Guide showed:

STRENGTHS: The 2017-2018 School Quality Guide showed that the school has made strides in fostering quality student discussion in the classroom. The School Quality Guide showed in increase in positive response rate for the category of Quality of Student Discussions from 53% in 2016-2017 to 76% in 2017-2018, exceeding the CEP goal by 13%.

NEEDS: The 2017-2018 School Quality Guide showed that Academic Press had a metric score of 2.75 with 67% positive responses. The weakest areas were Q5a on which we scored 48% (which asked students if they felt challenged in their classes); Q5b on which we scored 50% (collected students’ responses on if they were asked difficult questions on tests); and Q5c on which we scored 48% (asked students if they get difficult questions in class). This shows that we need to put more focus on improving Danielson components 3c. Engaging Students in Learning and Danielson Component 3d. Using Assessment in 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–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.

The measurement of Academic Press at Olympus Academy, indicated in the 2018-2019 School Quality Guide will show an increase of five percentage points by June 26, 2019. This will improve the positive response rate related to Academic Press from 67% to 72%.
### 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>As part of our work with the Transfer School Institute, we will form a team that will collaborate with a coach from Redesign. The focus of the team will be to develop and implement strong assessment practices. These practices can then be turn keyed to other staff members during our weekly Monday professional development sessions. The special education coordinator and other members of the special education department will be involved in the implementation of these practices to ensure that they are modified for SWD's. Also, at the start of the school year teachers were provided with professional development regarding tools and strategies for ELL populations. There will be additional sessions scheduled throughout the year, allowing the teachers to incorporate these methods into their assessment and intervention practices.</td>
<td>All students</td>
<td>Sept. 2018 - June. 2019 Weekly</td>
<td>Teachers, Principal, Assistant Principal</td>
</tr>
<tr>
<td>Administration will collaborate with the peer collaborative teacher (PCT) and model teacher to design professional development and targeted supports for individual teachers.</td>
<td>All students</td>
<td>Sept. 2018 - June. 2019 Weekly</td>
<td>Teachers, Principal, Assistant Principal, Peer collaborative teacher, model teacher.</td>
</tr>
<tr>
<td>The humanities department will meet once a week during the designated professional development time to ensure that the schools English and Social Studies curricula is vertically aligned. The humanities team includes a certified special education teachers.</td>
<td>Students targeted by skill workshops</td>
<td>Sept. 2018 - June. 2019 biweekly</td>
<td>Teachers, assistant principal, and principal, Peer collaborative teacher (PCT)</td>
</tr>
<tr>
<td>Working in departmental teams, teachers will share best practices and collaborate in order to design high quality assessments and intervention strategies. This will take place during weekly after school meetings and during daily C-6 time.</td>
<td>All Students</td>
<td>Sept. 2018 - June. 2019 biweekly</td>
<td>Teachers</td>
</tr>
<tr>
<td>Course syllabi are available to parents via the school learning management system, allowing parents to see understand the key skills and concepts that students will be assessed on.</td>
<td>All Students and parents</td>
<td>Sept. 2018 - June. 2019 Ongoing</td>
<td>Teachers, Guidance Counselor, CBO Director</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.

The guidance counselor and CBO director will also conduct a meeting to explain the academic shifts to parents and explain why the incorporation of more discussion in classes is beneficial to students' developing communication skills and learning how to collaborate effectively with others. The initial conversation will take place on Family engagement night in September 2018. Follow up conversations will occur during PA meetings throughout the year as we get feedback and suggestions from parents.

**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.

Monitoring of teacher activities will occur during regular work hours and won't require additional funding. The school will also use the Redesign coach provided by the TSI to assist in guiding teachers as the develop and implement routines and procedures to promote academic discussion among students. Additional resources will be made available as needed. The TSI coach is free of charge. The weekly PD time will also be used to analyse the effectiveness of the action research being done in the classroom through inquiry teams.

**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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

Progress will be monitored via classroom walk-throughs, and informal observations. The Danielson rubric will be used during classroom walkthrough's to assess the effectiveness of the student discussion and assessment techniques being implemented in the classroom.

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

By February 2019, a survey of students will be conducted to gauge students' perception of the quality and frequency of assessment in the classroom. The survey will mimic the actual questions presented on the school quality guide, allowing us to ascertain if we are improving in academic press. The survey will also be aligned with tri-state rigor audit tool.

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

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

Part 1 – Needs Assessment

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

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

STRENGTHS: The school got a rating of Highly Developed in Positive school Culture and Proficient in High Expectations on the 2017-2018 Quality Review.

NEEDS: On the 2017-2018 School Quality Guide we scored a 66% positive rating with a metric score of 2.33 on Peer Support for Academic Work. We only scored 61% on Q6f of that component (if students feel that it is important to come to school everyday). Our average attendance as measured by the RSAL was 63%.

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 26, 2019, our EOY attendance will be greater than 65% as measured by the RSAL.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with hardships affecting attendance</td>
<td>September 2018-June 2019 Weekly</td>
<td>Program Director, Advocate Counselors, Attendance Teacher, IEP Teacher, Guidance Counselor, and Assistant Principal</td>
</tr>
<tr>
<td>All students</td>
<td>October 2018-June 2019 Ongoing throughout the year</td>
<td>Program Director, Advocate Counselors, Assistant Principal, and Principal</td>
</tr>
<tr>
<td>Chronically absent students</td>
<td>September 2018-June 2019 Daily</td>
<td>Program Director, Advocate Counselors, Attendance Teacher, Guidance counselor, assistant principal, and principal</td>
</tr>
<tr>
<td>ELL and SWD Students</td>
<td>September 2018-June 2019 Weekly</td>
<td>Program Director, Advocate Counselors, Attendance Team, SWD Coordinator, Guidance counselor, assistant principal, and principal</td>
</tr>
<tr>
<td>All Students and parents</td>
<td>September 2018-June 2019 Weekly</td>
<td>Administrators, Teachers, Advocate Counselors, guidance counselor and the PA</td>
</tr>
</tbody>
</table>

In addition to our regular attendance team meeting focus on individual students who have attendance problems, we will identify absence patterns of students who are not LTAs and create plans of action to address those students.

Multiple attendance based incentives to motivate students to come to school. For example, short term incentives such as Pizza Fridays for students with perfect attendance for a week (including not being tardy). Long term incentives such as trips to Six Flags for the 40 students with the highest attendance rate in November and June.

Daily phone calls home to parents for absent students and home visits for chronically absent students. This will be supplemented by conducting parent/guardian and student conferences to improve attendance. Data-based attendance tracking and outreach will be made using online attendance tools and Affinity Group support.

The SWD Coordinator will track the attendance of the SWD and ELL learners to ensure that they are regularly attending school. The information will be shared with the attendance team to develop strategies to improve or maintain the attendance percentages of these groups of students.

Parents will be informed that students will lose access to CANVAS (our Online Learning Management System (LMS)) if they have been absent for 10 consecutive days. This will includes removal of online content, and requests for individual meetings with students who have frequent unexcused absences to re-establish the importance of attendance in the educational
process. In addition, students who had their account for CANVAS suspended will have to attend for three consecutive days before it is reinstated. This will be conveyed at intake, parent teacher meetings, letters home, PA meetings, and parent conferences.

Teachers conduct family outreach to help parents navigate and learn how to support our students with work and learning.

3b – Parent and Family Engagement

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

The CBO will make daily calls to parents to inform them when their children are late or if they were absent. Parents who are having difficulty getting their children to improve attendance will be invited in for a parent meeting (including the student) with the advocate counselor and the guidance counselor. During those meetings the families will be asked to discuss the factors affecting the students’ attendance and create viable solutions collaboratively. All calls and meetings will be logged in PowerSchools. The persons conducting the parent calls and the meetings will report the progress to the attendance team.

Part 4 – Budget and Resource Alignment

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

The school will primarily utilize resources available from the Affinity Group and from the CBO, including ongoing professional development on best practices in attendance outreach. The New Visions Data Portal will be used to track weekly attendance and identify students in need of additional intervention (besides the daily calls). Per session funds will be available for when these activities fall outside normal work hours.

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>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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.

Attendance meetings will be held weekly. Monthly data will be analyzed to note trends for specific groups of students and plan appropriate interventions. In light of the historical trend of falling attendance in the Spring semester, by February 2019, whole school attendance should be greater than 65% on the PAR report.

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

We will use the data from the New Visions Data Portal and will monitor the progress of individuals students using the RISA report from ATS.

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.

   STRENGTHS: The school received a proficient in the area of assessment on the 2017-2018 quality review. This demonstrated an improvement from the 2015-2016 quality review in which the school received a developing.

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.

   NEEDS: Despite our positive ratings for school culture and high expectations, we scored a developing in the area of pedagogy on the 2017-2018 Quality Review. This shows that we have to increase the capacity of our teachers to deliver high quality instruction to our students to ensure that we are adequately preparing them to attain post-secondary success. Additionally, according to the 2017-2018 school quality guide, only 83% of students know what their teacher wants them to learn in class (Q2e). This shows that there is a disconnect between what is being planned taught, and assessed in the classroom.

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 the end of the 2019 all core subject area classes will have been audited and modified to ensure alignment of written, taught and assessed curricula. This will result in an increase of from 83% to 88% on question Q2e of the school survey.
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target group of students</th>
<th>Timeframe</th>
<th>Responsible parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>At our annual 2017-2018 staff retreat, administration previewed this work to teachers and discussed the differences and connections between planned, written, and assessed curricula. During the final week of summer 2018, Olympus Academy holds a week of professional development. One day will be dedicated to beginning the auditing and revising of the curricula.</td>
<td>All Students</td>
<td>June 2018, August 2018, Annually September 2018-June 2019</td>
<td>Principal, Teachers, Assistant Principal, PCT, MODEL Teacher, TSCI instructional coaches</td>
</tr>
<tr>
<td>Early in the 2018-2019, school year a group of students will be asked to look at curricula and assessments to gain their perspective on what is taught in the classroom. This will be done again later in the year to track the progress of the work from a students point of view. The students selected for this will represent a variety of grade and skill levels, and will include SWD and ELL populations.</td>
<td>Target group of students include SWD and ELL</td>
<td>Sept. 2018-June 2019, Annually</td>
<td>A select group of student, assistant principal.</td>
</tr>
<tr>
<td>The assistant principal, with the help of TSI coaches, will conduct a curricula and assessment audit throughout the year. Data from the audit will be compared to data gained from informal classroom visits and observations. This will allow administration to measure the alignment between what is being taught, planned, and assessed in the classroom. Based on this information, administration and the peer collaborative teacher will plan on going professional development and inquiry work related to curricula alignment. The special education coordinator will be consulted with during this process to ensure the differentiation is being planned for SWD's and ELL's.</td>
<td>All students</td>
<td>September 2018-August 2019, Weekly</td>
<td>Principal, Assistant Principal, TSI Instructional Coaches</td>
</tr>
<tr>
<td>Core subject area teachers will participate in a series of targeted inter visitations facilitated by the schools peer collaborative teacher.</td>
<td>All students</td>
<td>September 2017-June 2018, Monthly</td>
<td>Assistant Principal, Peer collaborative, teacher</td>
</tr>
</tbody>
</table>
### 3b – Parent and Family Engagement

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

Parents will be informed of this project during the first SLT meetings of the 2018-2019 school year, and will be given progress updates at subsequent SLT meetings.

### Part 4 – Budget and Resource Alignment

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

Most of the work will take place during regularly scheduled professional development hours. However, funds have been set aside to pay teachers who participate in the end of summer professional development week.

#### 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></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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.

Progress towards the goal will be monitored through data collected by the schools inquiry team. Progress trackers, looking at student work protocols, and meeting log sheets will be reviewed weekly to track the progress of the curricula alignment.

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

By February of 2019, administration will conduct an initial audit of the schools core curriculum in order monitor the alignment of written, taught and assessed curricula. The initial audit will allow us to plan further action steps prior to the final audit which will be conducted in June of 2019. The audit tool is being created in collaboration and with Redesign and Eskolta.

#### 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

| **STRENGTHS:** | On the 2017-2018 school quality guide 99% of teachers responded positively in the area of teacher influence, resulting in a metric score 4.8 in that category. This shows that teachers feel empowered to make important decisions in regards to their pedagogical practice. |
| Needs: | Although 94% of teachers responded favorably in the category of Program Coherence, there is still room for improvement. Only 89% of teachers gave a positive response on Q8e regarding the school following up on initiatives to assess their effectiveness. |

Part 2 – Annual Goal

| **On the 2018-2019 school quality guide, more than 92% percent of teachers will respond positively on question Q8e regarding the school following up on initiatives to assess their effectiveness. During the 2017-2018 school year, 89% percent of teachers responded favorably to this question.** |
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities/Strategies:</strong> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>Sept. 2018 - June 2019 Weekly</td>
<td>Lead teachers, TSI partners and coaches, assistant principal, and principal</td>
</tr>
<tr>
<td>The principal and assistant principal will continue to collaborate with teacher leaders in the planning of the teacher led professional development. Additionally, The principal and assistant principal will continue to regularly participate in professional development sessions and team meetings and invite additional teachers to join non-departmental teacher teams.</td>
<td>All Students</td>
<td>Sept. 2018 - June 2019 Weekly</td>
</tr>
<tr>
<td>The principal and assistant principal will work with teacher leaders to refine and implement uniform protocols to be used in all team meetings. This will ensure that teacher teams are able to adequately document and track the progress of their initiatives.</td>
<td>All Students</td>
<td>Sept. 2018 - June 2019 Weekly</td>
</tr>
<tr>
<td>All teachers will be participating in inquiry work using a modified consultancy protocol to look at student work. By doing this teachers will be work with their colleagues to measure the impact of tools and strategies developed in their teacher teams. This will include examining student work from SWD's and ELL's.</td>
<td>Target groups of students identified by looking at student performance data</td>
<td>Sept 2018 - June 2019 Biweekly</td>
</tr>
<tr>
<td>Teachers will be provided support as to the use of data capture tools such floobro and goobric in order to organize and analyze the data from their assessments. These steps will help to cultivate the schools ability to monitor the progress of our students and the success of our programs and initiatives.</td>
<td>All students</td>
<td>Sept. 2018 - June 2019 Throughout school year</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
At PA and SLT meeting parents will be informed about the various teacher teams that are occurring in the building and how the administration plans to support the work of these teams. Student assessment data collected as a result of inquiry work will be shared during parent teacher conferences and at any individual parent conferences held during the year. Teachers will also share this information when conducting parent outreach.

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.

Most teacher team meetings take place during the contractual workday, no additional funding will be needed. The TSI meets on some Saturdays, but those per session activities are centrally funded by the Office of Multiple Pathways to Graduation (OMP).

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></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SIG</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In Kind</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Other</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.

Meeting logs from team meeting an logs from c-6 co-planning assignments will be used to track this progress. Also, data obtained from observations and posts observation conferences.

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

By February or 2019, teachers will be given an informal and anonymous survey similar to the School Quality Survey given in March. The survey question will be aligned with question 8e from the school quality guide and will allow administration to gauge our progress towards a positive response rate of 92%.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>What are the school’s strengths relative to this Framework element? 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? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Strengths: Parent responses on the Learning Environment Survey (LES) are overwhelmingly positive, indicating strong parent approval of the school and its practices. The 2017-2018 School Quality Guide shows that 97% of families feel respected and trust the principal. Additionally, a 100% of parents surveyed trust the school’s teachers and feel that teachers work hard to establish a partnership with families.

Weaknesses: The parent response rate to 2017-2018 Learning Environment Survey (LES) dropped by 3%; it was 23% during the 2016-2017 school year. However, only 20% parents responded during the 2017-2018 school year. Establishing a goal of increased participation on the LES will ensure that more parents are heard, and that more parents have opportunities to be involved in school life. An increase in school survey completion will be evidence of an increased level of family investment in the school community. Frequent and productive parent outreach prior to the admission of the survey will serve to create strong relationships between pedagogical staff and parents manifesting in an increased response rate.

Part 2 – Annual Goal

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The 2018-2019 parent survey will show a response rate increase of 5%; this will result in a increase from 20% to 25%, while maintaining an overall positive response rating.</td>
<td></td>
</tr>
</tbody>
</table>
### Activities/Strategies:

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of all students</td>
<td>September 2018-May 2019 November-May 2019</td>
<td>Program Director, CBO Staff, PA, and principal, IEP coordinator, SLT</td>
</tr>
<tr>
<td>Parents of all students</td>
<td>October 2018-March 2019</td>
<td>Survey Coordinator, Assistant Principal, Program Director</td>
</tr>
<tr>
<td>Parents of special education students, Non-English speaking parents</td>
<td>September 2018-June 2019 On going throughout the school year</td>
<td>CBO staff, Assistant Principal, and School secretary</td>
</tr>
<tr>
<td>Parents of all students</td>
<td>September 2018-April 2019</td>
<td>Student government, CBO, Administration</td>
</tr>
<tr>
<td>Parents of all students</td>
<td>September 2018-2019 daily</td>
<td></td>
</tr>
</tbody>
</table>

**The schools will host family nights on designated DOE dates. Additional events will be held, including events for specific populations such as seniors and students with disabilities. PA members will be surveyed to determine activities in which they would like to participate as a member. The SLT will also be consulted in regards to incentives and activities that may urge more parents to be actively involved in the school.**

**A staff member other than administration will be selected as the point person for coordinating survey completion. This staff member will work in conjunction with the assistant principal and the program director towards the completion of this goal.**

**Family contact information will be kept up to date by regularly confirming that the phone, address, and email addresses of families are accurate and in use. CBO staff will confirm information while make daily calls and all parents who enter the building will be asked to provide verification that the school has their current contact information.**

**Administration will coordinate with student government to plan additional family events to be held during the survey completion window. School newsletter will go to all families informing them of LES deadlines and other school info.**

**Two faculty members have been assigned the C-6 duty of planning student events. Throughout, the year these faculty members will collaborate with the student government and our CBO to plan events for students and families.**

### 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.

New York Center for Interpersonal Development (NYCID) is our CBO partner that is embedded in the school.

**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.

Our CBO partner (NYCID) will provide incentives for parents and assist in funding parent engagement activities. Parents will be informed of the importance of the survey during parent orientation sessions. The Parent Association, and SLT will be included as a think tank for developing new ideas, a sounding board other ideas, and as a community outreach first-contact. CBO will connect with other NYC resources of interest to families. Per session will be made available for work that falls outside normal school hours. Printing and postage will be provided for outreach.

**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>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></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>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.

Progress will be monitored during the survey window via regular emails from the DOE and the school as to the LES response rates. Advocate counselors will follow up by reminding the parents on their caseload to complete the survey and by documenting the parent completion rate of their caseload. Rates will be shared with the school community, SLT and Survey Coordinator.

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

By the February of 2019, administration will review information from Powerschools to assess if their has been an increase in family engagement throughout the first half of the 2018-2019 school year. Our goal of achieving a 25% response rate on the school quality survey depends on increased family involvement.

**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>Overaged &amp; Undercredited 20-21 year olds, and cohort year students who are in danger of not graduating by June 2019. This includes but is not limited to students who need one or more standardized examinations as well as students who need more than 15 credits at the start of the school year.</td>
<td>Weekly course completion progress meetings with academic coaching staff, literacy skills workshops, progress monitoring and crafting individual intervention plans by collaborating with classroom teachers.</td>
<td>Small group and one on one, regents prep tutoring, skills workshops.</td>
<td>Before school, During school, After school, Saturday school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Overaged &amp; Undercredited 20-21 year olds, and cohort year students who are in danger of not graduating by June 2019. This includes but is not limited to students who need one or more standardized examinations as well as students who need more than 15 credits at the start of the school year.</td>
<td>Weekly course completion progress meetings academic coaching staff, skills workshops, progress monitoring, and crafting intervention plans by collaborating with classroom teachers.</td>
<td>Small group and one on one, regents prep tutoring, skills workshops.</td>
<td>Before school, During school, After school, Saturday school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Overaged &amp; Undercredited 20-21 year olds, students lacking Labs for graduation and cohort year students who are in danger of not graduating by June 2019</td>
<td>Weekly course completion progress meetings academic coaching staff, skills workshops, progress monitoring, and crafting intervention.</td>
<td>Small group and one on one, regents prep tutoring, skills workshops and labs.</td>
<td>Before school, During school, After school</td>
</tr>
</tbody>
</table>

2018-19 CEP
his includes but is not limited to students who need one or more standardized examinations as well as students who need more than 15 credits at the start of the school year.

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Overaged &amp; Undercredited 20-21 year olds, and cohort year students who are in danger of not graduating by June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly course completion progress meetings, academic coaching staff, skills workshops, progress monitoring, and crafting intervention plans by collaborating with classroom teachers.</td>
</tr>
<tr>
<td></td>
<td>Small group and one on one, regents prep tutoring, skills workshops</td>
</tr>
<tr>
<td></td>
<td>Saturday school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Overaged &amp; Undercredited 20-21 year olds</td>
</tr>
<tr>
<td>Academic Coach:</td>
<td>Counseling, progress coordination,</td>
</tr>
<tr>
<td>Advocate Counselor:</td>
<td>Service learning advisory</td>
</tr>
<tr>
<td>LTW Counselor: Job Skills Workshops</td>
<td></td>
</tr>
<tr>
<td>School Psychologist: weekly check-ins Social Worker as referred for GE.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small groups, one-on-one counseling</td>
</tr>
<tr>
<td></td>
<td>Saturday School</td>
</tr>
</tbody>
</table>
### Section 7: Support for Students in Temporary Housing (STH)

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

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

### 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.)

   | There are seven students in temporary housing currently in the school. |

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

   | We will provide school supplies, hygienic supplies, basic apparel, and have our CBO and counseling staff provide counseling and/or referral services where needed. |

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

- Principal will work with human resources and the Affinity group to ensure new teachers obtain all necessary documentation for certification.
- Recruitment will include candidates from the open-market hiring system who are already highly qualified.
- Non-HQT and all new hires will be paired with and experienced HQT mentor.
- Principal will work collaboratively with UFT chapter leader to address issues related to retention of HQTs.
- School-wide collaborative teams meet twice a week and include all teachers to offer support and guidance with curriculum development and assessment planning.
- Provide distributive leadership opportunities for HQTs to support growth, foster ownership and promote challenge.
- Provide multiple opportunities for professional development on Common Core, Danielson and UDL.

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).

- The teacher teams (Humanities, STEM+P, and SPED) collaborate twice a week with each other and once a week with the assistant principal to design and revise curricula in alignment with the Common Core shifts and our instructional objectives.
- The principal meets with the TALENT Team on a biweekly basis, to discuss challenges and successes and incorporate suggestions from the team.
The principal consults with the TSI, specialists for strategies on how to further the work and to plan for future sessions for the TSI initiatives.

- Targeted professional development designed to support teachers to develop areas of improvement identified during classroom observations
- Teachers will conduct regular inter visitations and gallery walks of their colleagues classrooms and bulletin boards, focusing on rigor and the integration of Common Core State Standards
- During the final week of the Summer teachers will participate in a week long professional developments session, focusing on pedagogy and assessment.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.
NA

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).
NA

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.
- MOSLs: The MOSL Committee (chosen by principal and UFT chapter leader), discussed the best assessment options for each subject area
• TSI program: The school will be participating in the TSI program with a focus on improving teacher designed assessments to ensure that they are more rigorous and provide multiple entry points for students via scaffolded questioning where appropriate.

• Teachers will receive professional development around using Castle Learning, Delta Math, Google classrooms, Goobrics, and Flubaroo and forms as means of assessment and data collection.

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

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

| Program Name              | Fund Source (i.e. Federal, State or Local) | Funding Amount | 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. |
|---------------------------|-------------------------------------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

---

### 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. Olympus Academy, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

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

Olympus Academy will support parents and families of Title I students by:

- The College Access for All Team will inform the parents and students about the college application process with detailed information on TAP, PELL, and Excelsior Scholarships.

- Teachers will conduct targeted outreach to parents in the form of letters, email and phone calls. Outreach will focus: celebrating student achievement, informing parents about Regents prep, lack of progress, and lab completion.

- **Advocate counselors will conduct outreach to parents about their children's attendance.**

- 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 children’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:

● Launch our school’s updated LMS (learning management system) which for the first time will allow parents to regularly check their children’s progress online.

● Provide training on the school’s LMS (Canvas) to ensure that parents understand how to use the system to monitor their children’s progress.

● 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 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;
The schools CBO serves as a liaison between the school and families. The CBO staff 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 CBO staff 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)**

**School-Parent Compact (SPC)**

**Olympus Academy**, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

---

**I. School Responsibilities: High Quality Curriculum**

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:

● Inviting parents to join the SLT and the Title 1 committee to outline policies and programs for the school year. this includes but is not limited to creation the the CEP and Title 1 program, conducting analysis of how effectively the school is implementing the CEP goals, and create plans of action to address any deficiencies identified throughout the year. SLT and PA meetings will be held at least once per month to discuss the progress of the schools initiatives. Title 1 meetings will involve parent input to discuss how Title 1 funds will be allocated to improve student outcomes.
● Provide the opportunity for parents to volunteer at school-wide events, or other programs.
● 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 October 30th 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;

The College Access for All Team will inform the parents and students about the college application process and any scholarship opportunities that they might qualify

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 issues 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:**

1. Attend school regularly, on time and make every effort to achieve in all areas of their education.

2. Be prepared for class with appropriate and properly maintained note/text book.

3. Follow school regulations regarding entering and leaving the classroom and school building.

4. Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol.

5. Behave in a manner that contributes to a safe learning environment and which does not violate others students’ right to learn.

6. Share information with school officials regarding matters which may endanger the health and welfare of members of the school community.

7. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others.

8. Show respect for school property and respect the property of others, both private and public.

9. Be polite, courteous and respectful towards others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from asking slurs based on those criteria.

10. Behave in a polite, truthful and cooperative manner towards students and staff.

11. Promote good human relations and build bridges of understanding among the members of the school community.

12. Use non-confrontational methods to resolve conflicts and participate in mediation.

13. Participate in student after school activities.
| 14. | Provide positive leadership by making student government a meaningful forum to encourage maximum involvement. |
| 15. | Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students. |
| 16. | Observe ethical codes of responsible journalism. |
| 17. | Refrain from obscene and defamatory communication in speech, writing and others modes of expression, including electronic, in their interactions with the school community. |
| 18. | Express themselves in speech, writing and others modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process. |
| 19. | Assemble in a peaceful manner and respect the decision of students who do not wish to participate. |
| 20. | Bring to school only those person possession which are safe and do not interfere with the learning environment. |
| 21. | Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops. |
| 22. | Be familiar with the school discipline code and abide by the school rules and regulations. |
| 23. | Provide leadership to encourage fellow students to follow established school policies and practices. |
| 24. | Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communication that are provided by school staff to students for transmittal to their parents. |
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>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough</td>
<td>Brooklyn</td>
</tr>
<tr>
<td>School Number</td>
<td>635</td>
</tr>
</tbody>
</table>

School Name: Olympus Academy

B. Language Allocation Policy Team Composition

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

| Principal | Bruce Gonzales |
| Coach N/A | Assistant Principal Andrew Rabinovici |
| ENL (English as a New Language)/Bilingual Teacher Patrick Duggan |
| School Counselor Oral Johnson |
| Teacher/Subject Area Tabatha Rolando/Sped |
| Parent Pearett Maybard |
| Teacher/Subject Area N/A |
| Parent Coordinator NYCID-Cynthia Green |
| Related-Service Provider Sue Barrie |
| Field Support Center Staff Member N/A |
| Superintendent Donald Conyers |
| Other (Name and Title) type here |

C. Teacher Qualifications

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

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

D. Student Demographics

| Total number of students in school (excluding pre-K) 179 | Total number of ELLs 4 | ELLs as share of total student population (%) 2.23% |

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>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</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>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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?
   Olympus has assessed the early literacy skills of all students including ENL with teacher made pre-assessments designed to assess skills in determining importance, inferencing, questioning, activating schema, and predictions. Our school follows a blended learning model. The results of that assessment determines the curriculum path the student follows according to how much skill practice is needed. There is also one for math skills. Every student takes STAR assessments upon intake and twice more during the year, for literacy and math as it keeps track of progress and is adaptive.

2. What structures do you have in place to support this effort?
   All students take STAR Reading upon entry so we can gauge the students reading level. The Star reading assessment results can be compared to the baseline to ensure that students are progressing at an acceptable pace. Humanities teachers also co-plan and write curricula to address student needs. There are scaffolds built into every course that allows for differentiation and are designed to improve students reading and writing skills.
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? Olympus Academy has very few ELL students traditionally. We evaluate the success of our program individually as we do many of our target groups. The goal is to graduate them within 6 years.

4. What structures do you have in place to address interventions once the summative data has been gathered? We have after school tutoring, Saturday school and zero period AIS.

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].) All students are advanced ENL students, where they have, and will continue to sit for regents, and have been successful at passing the exams. All ENL students are placed in classes where 2 teachers are available if they need extra help, as well as their ENL class for added support. Saturday school and after school are also made available so they can get extra help as needed.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Inquiry teams, as well as department teams, look at the data to see where students have skill deficits and move forward from there. They create skill workshops to help them bridge that gap.

---

**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.
      There is currently one push-in ENL class offered at Olympus Academy, with pullout small group instruction provided when needed. Each class is 48 min long so there is 240 minutes of ENL instruction provided per week. The ENL teacher confers and collaborates with the ELA teacher for the English class (also 240 min a week) to differentiate the instruction and provide support for the literacy strategies. The program models are ungraded heterogenous classes.
   b. TBE program. If applicable.
      N/A
   c. DL 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)?
      The ENL teacher provides explicit ENL instruction for 180 minutes a week (classes are 48 min long). The online model provides multiple opportunities to confer with students and provide one on one support in all content area classes.
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.

All Common Core aligned content area class work and homework are reviewed and supported during the push in ENL class. As needed, the ENL teacher pulls the ELL students out of class for small group instruction, as well as individual one to one. The ENL teacher has access to all of the students online curriculum and what skills are being assessed. The ENL teacher works on the literacy strategies with the ELL students using the actual content of the content area teachers. The students have access to native language materials through print and online media for enrichment and support. So far, Olympus Academy has only needed Spanish and Haitian Creole materials. As needed, other language print materials will be purchased. Common Core materials in Spanish has been purchased.

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

Our current students prefer English speaking assessments. Should we get students with alternate preferences, the ENL teacher in conjunction with the Spanish speaking Sped teacher (and alternate language translators if needed), will create the same assessments given to the student in English in their content areas in order to highlight the most challenging areas of need for extra instruction.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status
      a. In addition to their required minutes of ENL & ELA instruction, SIFE students will receive one on one and group counseling (once a week for each), should we enroll any ELL SIFE students.
      b. ELLs in US schools for less than three years (in addition to the 180 minutes of ENL instruction) will also receive Saturday enrichment with the ENL teacher and after-school tutoring specifically designed to work on literacy skills, should we enroll any.
      c. ELLs receiving service 4-6 years (in addition to the 180 minutes of ENL instruction) receive after school tutoring to work on comprehension and test taking strategies, should we enroll any.
      d. Long term ELLs (in addition 180 minutes of ELA and 180 minutes of ENL instruction) will receive tutoring for Regents and the NYSESLAT exams from 8:00AM-8:45AM every morning with the ENL teacher.

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

We currently do not have any ELL-SWD students. Olympus uses the Canvas platform to create and differentiate curriculum to align with the common core standards as well as assess skill level and proficiency level for all students.

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?

Any ELL that is identified as special needs will have language acquisition goals included in their IEP. The Present Level of Performance anecdotal will include their current NYSESLAT modalities as part of their assessment results. ESL students treat the push in ESL class as tutoring, as well as their ICT setting where they have 2 teachers to support their needs. They use the one-on-one) instruction as an opportunity to move ahead in other content area work as well as enhance their math and literacy skills in order to meet 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.

The ENL teacher confers with the ELA teacher and plans differentiated activities for the ENL students, when needed. The ENL teacher meets with each content area teacher once a week to conferences about the individual students, discussing strengths,
challenges, possible interventions, and upcoming lessons, so that the ENL teacher can support their work and the student. The ELLs are also placed in the push-in Sped classrooms so they can benefit from 2 teachers in the classroom as well.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   No new programs or improvements will be considered for the upcoming school year, unless we get a sudden influx of new ELLs, this will be revisited with the LAP team.

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.
    Before school tutoring, after school tutoring, and Saturday school is offered to all students, including ELLs.

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.
    Instructional materials include native language print materials as well as access to online translation programs. Every classroom has a library that also contains literature and textbooks written in Spanish and Creole. There are Spanish and French dictionaries available. All Olympus classrooms have computers which allows access to websites and documents in our ELLs native language, as well as translation software online. When ELLs of other languages enroll in our school, Olympus will purchase those native language materials as well. Every teacher uses appropriate curriculum materials, textbooks, and instructional aids, which promote critical thinking skills and reflect standards-based work and higher order thinking.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    Native language support is delivered through the ENL model through native language print materials and internet resources.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
    The Olympus ELLs are all Advanced and span grades 9-12. Both have been ELLS for over 10 years. Olympus provides one-on-one academic support in all subjects and the college advisor also meets with the higher credited ELLs (and the other seniors) to help navigate the path to college and career readiness. the Spanish speaking Sped teacher is the assistant college advisor to assist our ELLs.

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?
    Instructional materials include native language print materials as well as access to online translation programs. Every classroom has a library that also contains literature and textbooks written in Spanish and Creole. There are Spanish and French dictionaries available. All Olympus classrooms have computers which allows access to websites and documents in our ELLs native language, as well as translation software online. When ELLs of other languages enroll in our school, Olympus will purchase those native language materials as well. Every teacher uses appropriate curriculum materials, textbooks, and instructional aids, which promote critical thinking skills and reflect standards-based work and higher order thinking.

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).
    Olympus students have advocate counselors, as well as the DOE guidance counselor, Oral Johnson, in assisting the student. Students do attend an orientation session ran by the CBO staff, with the support of DOE, to make students feel welcome.

17. What language electives are offered to ELLs?
    We currently offer Spanish language courses with an option to take French if they so desire.

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?

Professional development is provided in conjunction with ReDesign and TSCCI, during Monday PLCs, weekday curriculum team meetings, and summer institute on scaffolding strategies, cooperative learning, differentiated instruction, Understanding by Design, Principles of Learning, Bloom’s Taxonomy, and questioning techniques to improve instruction and support the development of our ELL students. All online curriculum is constantly being revisited and realigned to the Common Core Learning Standards based on assessment results.

Provide differentiated supervision to each teacher to ensure that curriculum and teaching are aligned to our goals and that our ELL students are being serviced, Saturday trainings offered on literacy development. Professional Learning Teams weekly: require teachers working together to plan, look at student work, and assess needs. Inquiry teams will look at ELL and Sped subgroups weekly.

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.

Smart board training PDs were purchased by the principal to ensure that teachers are getting PD hours made available. Teachers are also notified by their chapter leader on updated PDs available to meet their 15% total hours, as well as the 50% for ENL certified teachers.

The assistant principal keeps the meeting attendance sheets when PDs are held at the school. Agendas and PD plans are kept in a shared Google Doc. All records of teacher training for ELLs (and all training) are kept in the file for employee records. A copy of training hours are kept in ESL binder. Teachers are also responsible to hold their own copies and record sheets.

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?

Currently our ELLs are very advanced and prefer their assessments and work in English. That is determined at the beginning of the year when we hold our ELL meeting. Since enrollment is on a rolling basis, any other ELLS that come to our school has an individual family meeting to go over previous NYSESLAT results, state assessments and progress goals for the year. For Spanish speaking parents and students, our special ed and/or Spanish speaking music teacher is used. Should any other language be needed, DOE translation services will be provided.

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

Question 2: All ELL records are kept in an ELL binder along with all NYSESLAT info, parental choice letters, and copies of HLIS (originals kept in students cumulative records). Calls and letters mailed are included in ILOG and NYCID’s logs in Powerschool.
Question 3: Parents are involved in the intake process from the beginning. Our special ed and music teacher provides translation in Spanish, and we request translators for other languages as needed. Intake documents, welcome letters, and orientation materials are available in Spanish, Haitian Creole, French, and Arabic. A Parent Orientation Meeting for all parents will take place prior to the beginning of school. An ELL meeting with the LAP committee, translators, and ELL parents and students will also take place prior to the beginning of school, to inform parents about the ESL program and our academic offerings. Parents receive progress reports once a month. Olympus Academy holds several family nights throughout the year.

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.
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, Bruce Gonzales, 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>Bruce Gonzales</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Andrew Rabinovici</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>NYCID-Cynthia Green</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Pat Duggen</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Pearett Maynard</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Tabatha Rolando/Sped</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Andrew Rabinovici/</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>History</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Donald Conyers</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 18K635  School Name: Olympus Academy  Superintendent: Donald Conyers

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>Andrew</td>
<td>Rabinovici</td>
<td>Assistant Principal</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.

   We use the Home Language Surveys and blue cards for the hard data of parent language preferences. During intake interviews and orientation, the counselors determine which parents need translators. For anyone that needs Spanish, the Spanish speaking sped teacher is brought in for the interview. We also have a staff member who is fluent Haitian Creole. If there are any other preferences, the Translation Unit will be contacted.

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>Spanish</td>
<td>10</td>
<td>4.31</td>
<td>10</td>
<td>4.31</td>
</tr>
</tbody>
</table>
From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Families</th>
<th>Percent 18-19</th>
<th>Families</th>
<th>Percent 19-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>214</td>
<td>92.24</td>
<td>213</td>
<td>91.81</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>6</td>
<td>2.59</td>
<td>7</td>
<td>3.02</td>
</tr>
<tr>
<td>UKRAINIAN</td>
<td>1</td>
<td>0.43</td>
<td>1</td>
<td>0.43</td>
</tr>
<tr>
<td>Arabic</td>
<td>1</td>
<td>0.43</td>
<td>1</td>
<td>0.43</td>
</tr>
</tbody>
</table>

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>Parent teacher conference letters</td>
<td>Early September, Late October, Late February, Late April</td>
<td>Prior to mailing the letters we will review the results of the home language survey, based on the finding we will have the letters translated by the translation unit.</td>
</tr>
<tr>
<td>Danger of failing notifications</td>
<td>On going throughout the year</td>
<td>At the start of the 2017-2018 school year we will review the results of the home language survey and submit the danger of failing letter for translation. We will request that the letter be translated into all languages represented in our school. Throughout the 2017-2018 school year we will periodically review the survey results to make sure we are servicing the needs of all incoming students.</td>
</tr>
<tr>
<td>College/career events</td>
<td>October/ March</td>
<td>We will review the home language preferences of all incoming Juniors and Seniors to make sure that all notifications have been submitted to the translation unit and represent the preferred languages of the families of our Junior and Senior class.</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>Parent teacher conferences and family nights.</td>
<td>9/28, 11/9, 11/10, 3/12, 3/13, 5/23</td>
<td>Spanish and Haitian Creole speaking staff members will be on site to provide interpretation. The DOE translation unit will be called for other languages should the need arise or if additional interpretation is needed in Spanish and Haitian Creole.</td>
</tr>
<tr>
<td>College and career information sessions.</td>
<td>On going throughout the year</td>
<td>Spanish and Haitian Creole speaking staff members will be on site to provide interpretation. The DOE translation unit will be called for other languages should the need arise or if additional interpretation is needed in Spanish and Haitian Creole.</td>
</tr>
<tr>
<td>Academic progress meetings</td>
<td>As needed to discuss the academic progress of individual students</td>
<td>The DOE translation unit will be called should the need arise.</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.

We will ensure that we have accurate and available records regarding the preferred language of the families of our entire school population. This information is readily available to the students advocate counselor, assistant principal, and the school guidance counselor. In cases where the family speaks Spanish or Haitian Creole, we will have our staff members who are fluent in those languages conduct the outreach. The DOE translation unit will be used if these staff members are not present or if another language is required.

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.

When all staff reports to the school on 9/5/17, they will be given regulation A-663 as part of the staff handbook. A training session will be conducted at this time to familiarize staff with the resources that are available to ensure language access for the families of all students.

Part D: Providing Notice of Language Assistance Services
Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

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

All documents on the checklist will be posted in the main lobby of the school.

**Part E: Monitoring Provision of Language Services**

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

We will use the parent surveys but will also use informal feedback from the daily outreach provided by the advocate counselors.