2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 30Q204
School Name: I.S. 204 OLIVER W. HOLMES
Principal: FAYE ERSTEIN-KOTZER
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>Oliver W. Holmes</th>
<th>30Q204</th>
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</thead>
<tbody>
<tr>
<td>School Number (DBN)</td>
<td>343000010204</td>
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<tr>
<td>BEDS Code</td>
<td>6-8</td>
<td></td>
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<tr>
<td>Grades Served</td>
<td>36-41 28th Street Long Island City, NY 11106</td>
<td></td>
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<tr>
<td>School Address</td>
<td>36-41 28th Street Long Island City, NY 11106</td>
<td></td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-937-1463</td>
<td>718-937-7964</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Thomas Carroll</td>
<td><a href="mailto:tcarroll2@schools.nyc.gov">tcarroll2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Faye Erstjen-Kötzer</td>
<td></td>
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<tr>
<td>UFT Chapter Leader</td>
<td>KostadinosDiannis</td>
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<tr>
<td>Parents’ Association President</td>
<td>Tenisha Ellison</td>
<td></td>
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<tr>
<td>SLT Chairperson</td>
<td>Thomas Carroll</td>
<td></td>
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<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson)</td>
<td>Jill Foley</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>N/A</td>
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<tr>
<td>CBO Representative</td>
<td>N/A</td>
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### District Information

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<thead>
<tr>
<th>Geographical District</th>
<th>30</th>
<th>Dr. Philip Composto</th>
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<tbody>
<tr>
<td>Superintendent</td>
<td></td>
<td>28-11 Queens Plaza North Long Island City, NY 11101</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td></td>
<td><a href="mailto:pcompos@schools.nyc.gov">pcompos@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td></td>
<td>718-391-8323</td>
</tr>
<tr>
<td>Phone Number</td>
<td></td>
<td>718-391-6147</td>
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<tr>
<td>Fax</td>
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### Field Support Center (FSC)
Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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</thead>
<tbody>
<tr>
<td>Faye Erstejn-Kôtzer</td>
<td>*Principal or Designee</td>
<td></td>
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<tr>
<td>KostadinosDiannis</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Tenisha Ellison</td>
<td>*PA/PTA President or Designated Co-President</td>
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</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
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<tr>
<td>Jill Foley</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Thomas Carroll</td>
<td>Member/CSA/CHAIRPERSON</td>
<td></td>
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<tr>
<td>Rumaislam</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>AmadaysHaivi</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<tr>
<td>Lorri Webster</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Francesca Scalici</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Sandro Colacito</td>
<td>Member/Teacher</td>
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<td>Member</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

**Section 4: CEP Overview**

1. What is your school’s mission statement?

The Oliver Wendell Holmes School strives to provide a safe environment with social emotional supports that will have a positive effect on students’ learning. We encourage our students to become self-reliant and capable of developing and applying their skills and abilities to succeed in all areas of life. We have high expectations and believe all our
students will rise to the challenging rigors of the Common Core. Our school recognizes the unique characteristics of each individual and the importance of providing the guidance and support to grow socially, emotionally and academically. Our overall mission is to prepare every student for excellence through rigorous academics by creating a student centered school environment in which students embody our school's core values (Honesty, Leadership, Perseverance, & Growth Mindset) promoting student achievement and college/career readiness.

The administration, staff, and parents collaborate to devise school-wide goals and implement plans that encompass all the ingredients necessary to successfully educate, and encourage our students to become productive citizens and lifelong learners.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Oliver Wendell Holmes School is a middle school located in Long Island City, Queens. The school’s student population is 59% Hispanic, 17% Black, 15% Asian; 6% white, and the remaining 3% of students are comprised of other ethnicity's. 28% of the students at OWH have an IEP and another 17% are ENL students. All students are eligible for free lunch. The school’s attendance rate is approximately 93.7%.

Teachers at OWH receive professional development that is tailored to their needs and teacher leaders collaborate with other schools to improve pedagogy and instruction, as well as share best practices. OWH is committed to helping students be college and career ready by expanding their knowledge through STEM and project-based learning. Our school's Dual Language program is entering it's third year (for SY 18-19) and for SY 18-19 our school will have a NEST program. An area of strength is our school's many partnerships with CBOs; specifically Greater Ridgewood Youth Council, CUNY Creative Arts Team, City Year, Intrepid and the Museum of Moving Image. OWH has built a strong community in which parents, teachers and the community all work together to support the social and emotional needs of our students.

Additional collaborations link the school to the families and community members of the Long Island City/Astoria community. The Greater Ridgewood Youth Council Beacon Program, Youth Police Academy and City Year provide the OWH community with programs and activities that lead to families and the community supporting the school.

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

28% Special Education and 17% ENL (student needs necessitate providing additional AIS and intervention programs to support these students academically as well as a variety of elective classes to access students' diverse talents and incorporate their learning styles as well as support them with literacy skills for multiple learners and problem solving skills.)

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

OWH has made strong community ties and worked with families to ensure our students will be college and career ready. As a school community, we will continue working on rigorous instruction and our school's instructional core. The school’s instructional focus for the 2018-2019 school year is to use assessment data to make instructional adjustments (to curricula/unit plans) and inform instruction by including the four Advanced Literacy Hallmarks, appropriate scaffolds and extensions in all content areas which will cognitively engage and prepare students for the 21st century. With the rigorous academic demands of today and in an effort to ensure that all students are college and career ready, it is imperative that student assessment data is used to appropriately and strategically support all students in order to maximize student learning outcomes and prepare instruction that is challenging for all students.
## School Demographics and Accountability Snapshot for 30Q204

### School Configuration (2018-19)
- **Grade Configuration:** 06,07,08
- **Total Enrollment (2017-18):** 484
- **SIG Recipient (Y/N):** No

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

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 78
- **# SETSS (ELA):** 20
- **# Integrated Collaborative Teaching (ELA):** 60
- **# Special Classes (Math):** 81
- **# SETSS (Math):** 15
- **# Integrated Collaborative Teaching (Math):** 60

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 7
- **# Music:** 13
- **# Drama:** N/A
- **# Foreign Language:** 17
- **# Dance:** 1
- **# CTE:** N/A

### School Composition (2017-18)
- **% Title I Population:** 89.0%
- **% Attendance Rate:** 92.8%
- **% Free Lunch:** 46.6%
- **% Reduced Lunch:** 2.5%
- **% Limited English Proficient:** 17.6%
- **% Students with Disabilities:** 27.1%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.4%
- **% Black or African American:** 16.7%
- **% Hispanic or Latino:** 60.3%
- **% Asian or Native Hawaiian/Pacific Islander:** 15.9%
- **% White:** 6.4%
- **% Multi-Racial:** 0.6%

### Personnel (2015-16)
- **Years Principal Assigned to School:** 3.1
- **% Teachers with No Valid Teaching Certificate:** 3%
- **% Teaching Out of Certification:** 33%
- **% Teaching with Fewer Than 3 Years of Experience:** 8%
- **Average Teacher Absences (2014-15):** 10.4
- **Student Performance for Elementary and Middle Schools (2017-18):**
  - **ELA Performance at levels 3 & 4:** 37.3%
  - **Mathematics Performance at levels 3 & 4:** 31.9%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** N/A
  - **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** 43%

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** N/A
  - **Mathematics Performance at levels 3 & 4:** N/A
- **Global History Performance at levels 3 & 4:** N/A
  - **US History Performance at Levels 3 & 4:** N/A
- **4 Year Graduation Rate:** N/A
  - **6 Year Graduation Rate (2011 Cohort):** N/A
- **Regents Diploma w/ Advanced Designation:** N/A
  - **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

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

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- **American Indian or Alaska Native:** N/A
- **Black or African American:** YES
- **Hispanic or Latino:** YES
- **Limited English Proficient:** N/A
- **Economically Disadvantaged:** YES
- **ALL STUDENTS:** N/A

#### High School
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Limited English Proficient:** N/A
- **Economically Disadvantaged:** N/A
- **ALL STUDENTS:** N/A

### Met Adequate Yearly Progress (AYP) in ELA (2016-17)
- **American Indian or Alaska Native:** N/A
- **Black or African American:** YES
- **Hispanic or Latino:** YES
- **Limited English Proficient:** N/A
- **Economically Disadvantaged:** N/A
- **ALL STUDENTS:** N/A

### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Limited English Proficient:** N/A
- **Economically Disadvantaged:** N/A
- **ALL STUDENTS:** N/A

### Met Adequate Yearly Progress (AYP) in Science (2016-17)
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Limited English Proficient:** N/A
- **Economically Disadvantaged:** N/A
- **ALL STUDENTS:** N/A

### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
- **American Indian or Alaska Native:** N/A
- **Black or African American:** N/A
- **Hispanic or Latino:** N/A
- **Limited English Proficient:** N/A
- **Economically Disadvantaged:** N/A
- **ALL STUDENTS:** N/A
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.

The school's strengths are summarized below:

- All grades ELA Findings: There was an 8% increase in proficiency for all student groups performing at levels 3 and 4 on the 2018 NYS ELA exam from 29% 2017 to 37%.

- All grades Math Findings: There was an 10% increase in proficiency for all student groups performing at levels 3 and 4 on the 2018 NYS Math exam from 22% 2017 to 32%.

The school's priority needs are as followed:

- State test data indicates that AYP was not met with specific subgroups (Special Education, ENL, Black, & Latino). Our school's proficiency in Math is 32% and 37% in ELA (from SY 17-18). Reviewing math item skills analysis; many students did not make progress in multiple math standards. Sixth graders fared worse than grades seven or eight. Our students need to make marked gains on multiple choice sections of summative assessments.

Part 2 – Annual Goal

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

By June 2019, resulting from staff involvement in the school's advanced literacy initiative to infuse academic vocabulary across all content areas, students will show a 5% increase in school created end of year assessments in ELA and Math as compared to the fall baseline.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>All students</td>
<td>August 2018-June 2019</td>
<td>All Teachers</td>
</tr>
<tr>
<td>All students</td>
<td>August 2019-June 2018</td>
<td>All Staff</td>
</tr>
<tr>
<td>All students</td>
<td>Ongoing throughout the 2018-2019 school year</td>
<td>All department teachers and administrators</td>
</tr>
<tr>
<td>All students</td>
<td>Ongoing throughout the 2018-2019 school year</td>
<td>All teachers</td>
</tr>
<tr>
<td>All parents</td>
<td>Ongoing throughout the 2018-2019 school year</td>
<td>All stakeholders (staff, students, and families)</td>
</tr>
</tbody>
</table>

Teachers of all content areas will continue to review, revise and make curricular adjustments to infuse literacy in all content areas. A variety of assessment data will inform lesson planning (Danielson 1e) to provide appropriate scaffolds and extensions to allow all students to master the more rigorous curricula. We will continue to put strategies in place to address the needs of SWD’s and ELL’s and other high need student subgroups will include station teaching, parallel teaching, individualized scaffolds/modifications, adaptive technology (myON, Readworks, iPads, Laptops, Interactive Boards), and infusing language objectives into daily practice.

Teachers will meet regularly (teacher teams/grade teams/department teams/inquiry teams/instructional cabinet) with to incur resources through which the curriculum can be supplemented and enhanced to meet the needs of all learners.

Effectiveness of the enhanced curricula will be assessed by all teacher teams and administrators by analyzing student work and assessments.

Additional revisions and modifications to curricula, assessments and to individual teacher lesson plans will be made on an ongoing basis throughout the year as needed based on trends identified in unit assessment and student work.

Through monthly department newsletters and participation in student led conferences parents will learn more about the curricula and their child's progress.

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### 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.
Key Personnel: Department leads, Instructional Cabinet Members and Administration

- Designated department coordinators will ensure that through monthly department newsletters and participation in student led conferences parents will learn more about the curricula and their child's progress.

- Encourage parents to provide school with meaningful feedback with the school's curriculum.

### 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.

Math Standards for each grade, computer hardware and software, supplemental textbooks (TBD), per session/per diem for teachers, common planning for all teacher 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>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</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.

By June 2019, 100% of all curricula/unit plans/scope and sequence will be adjusted and revised as measured by teacher teams analyzing a variety of data including assessments, curriculum maps, student work, and observations from administrators of classroom implementation. Teachers will review their 5-7 inquiry students to closely monitor their progress on a frequent basis. Mid-year benchmarks will serve as a tool to inform teachers/administrators on the progress the school has been making to achieve the 5% goal.

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

Unit assessments, Mid-Term Data, BOY/EOY Assessments, Curriculum maps, unit plans, curricula aligned to standards and scope/sequence and classroom observations.

**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?

OWH values the education of the whole child as a major level towards student progress and achievement.

OWH’s strengths are summarized below:

Data Source(s)-NYC School Survey and OORS

According to the 16-17 NYC School Survey Report, 94% of parents say that school staff work hard to build trusting relationships with them and 90% of students say that teachers treat them with respect.

School occurrences from SY 16-17 to 17-18 have decreased approximately 4%.

The suspension rate at IS 204 has decreased by 9.4% from SY 16-17 to 17-18.

OWH’s priority needs are summarized below:

On the school’s NYC school survey report the school scored a 81% of students feel safe throughout the school building (increased from 75% to 81%); which while still slightly below the city average of 83%. As a staff, OWH, will continue to work to increase to support students’ social emotional needs. Based on a data review, teacher teams with the support from the administration will work cooperatively with all school stakeholders to continue promoting a healthy, safe and supportive school environment. In our environment of high expectations there is an added need for attention to the social/emotional needs of our students to support all constituents of our school community.

Part 2 – Annual Goal

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

By June 2019, all staff members will infuse social and emotional activities into their daily instruction, which will improve overall student achievement and wellness as measured by a 5% decrease in teacher referrals to the dean and/or school counselors for school year 18-19.
### 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>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Sanford Harmony and Power Brain activities will continue to be implemented in all classes with an emphasis on homeroom classes. Strategies that will be put in place to address the needs of SWD's and ELL's and other high need student subgroups will include station teaching, parallel teaching, and individualized scaffolds/modifications for the social-emotional learning activities.</td>
<td>All students</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Teachers will sign students up for SLCs for quarterly parent afternoons/nights and Tuesday parent engagement so that students have the opportunity to reflect on their social-emotional growth.</td>
<td>All students</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>All grades will participate in a weekly Town Hall class (taught by Dean or AP) where they will participate social-emotional well-being activities.</td>
<td>All Grades</td>
<td>September 2018-June 2019</td>
</tr>
<tr>
<td>Parents will be offered the opportunity to learn more about Sanford Harmony and Power Brain activities during parent workshops, meetings, etc.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

<table>
<thead>
<tr>
<th>Timeline: August 2018-June 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Personal: All staff</td>
</tr>
</tbody>
</table>

- Through our parent coordinator, Tuesday Parent Engagement, PTA, and etc. we will provide parents with the necessary resources/workshops to educate parents on how to support their child at home.

- Provide on-going feedback about their child's progress through student led conferences.

### 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.
Teacher and teacher team participation, CUNY Creative Arts Team, additional meeting time. A variety of curricular resources and books and or videos, teacher PD for Sanford Harmony and Power Brain and activity guides which will take place during homeroom and specified elective classes.

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

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

**Part 5 – Progress Monitoring**

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

To ensure meeting our June goal, by June 2019, teacher referrals will decrease by approximately 5% (measured from Feb-June from previous school year).

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

Teacher referrals to the dean/school counselors

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

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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

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

At OWH, we pride ourselves on the delivery of rigorous instruction across all content areas.

OWH’s strengths are summarized below:

Data Source: Teacher and Student Schedules & State Test Data

-Teachers have additional time to collaborate as grade teams while students meet as a grade in Town Hall. Teachers collaborate as departments or grades to review test data, unit plans, and to ensure advanced Literacy hallmarks (specifically 4-Vocabulary) are embedded coherently across all contents. In ELA our state test data shows an improvement of 8% and math proficiency in creased 10%.

OWH’s priority needs are summarized below:

Data Source: Unit Plans, Lesson Plans, and Advance Data

-For SY 17-18, 26% of teachers were rated developing and 4.17% ineffective in Domain 1e (Planning and Preparation)
-Infusing the Next Gen standards into the school’s curricula.
-Embedding the Advanced Literacy Hallmarks across all content areas.

Part 2 – Annual Goal

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

By June of 2019, teacher teams will adjust curricula by utilizing data (disaggregated item skills analysis, unit/benchmark assessment data, student work products, and daily lesson plan reflections) to make appropriate adjustments for SY 18-19) infusing the Advanced Literacy Hallmarks, Next Gen Standards, to increase overall student achievement as measured by a 5% increase in EOY Final assessments.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>All students</td>
<td>September 2018 through June 2019</td>
<td>Administration, teachers, and lead teachers</td>
</tr>
<tr>
<td>Teacher teams will continue to base their curricular changes on data and include modifications and multiple entry points for all students; ENL, SWDs, and struggling students.</td>
<td>All students</td>
<td>September 2018 through June 2019</td>
<td>Administration, teachers, and lead teachers</td>
</tr>
<tr>
<td>Curricular changes will continue to be assessed by teacher teams via NEXT GEN STANDARDS, ADVANCED LITERACY HALLMARKS, student assessments, student work, and teacher reflection. The curricular changes will be supported via cycles of learning of PD.</td>
<td>All students</td>
<td>September 2018 through June 2019</td>
<td>Administration, teachers, and lead teachers</td>
</tr>
<tr>
<td>Teacher lesson plans will reflect modifications of curricula as well as formative and summative data and literacy skills.</td>
<td>All students</td>
<td>September 2018 through June 2019</td>
<td>Administration, teachers, and lead teachers</td>
</tr>
<tr>
<td>Teachers will collaborate (inter-visitations) with teachers to share best practices and acquire additional material with which to supplement curricula.</td>
<td>All students</td>
<td>September 2018 through June 2019</td>
<td>Administration, teachers, and lead teachers</td>
</tr>
<tr>
<td>Parents will be provided workshop opportunities for strategies on how to support their children academically at home.</td>
<td>All parents</td>
<td>September 2018 through June 2019</td>
<td>Parent Coordinator, CBOs, and Teachers</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.

Through our parent coordinator, Tuesday Parent Engagement, PTA, and etc. we will provide parents with the necessary resources/workshops to educate parents on how to support their child at home. Workshops will be provided by CBOs; City Year, GRYC, CUNY Arts. Topics will promote academic achievement and college and career readiness. Families will also be invited to participate in culminating activities, celebrations, trips, and to bring their expertise in collaboration with teacher.

### 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.
Standards for each grade, computer hardware and software, supplemental textbooks, per session/per diem for teachers and coverage’s. In addition, through a combination of Tax Levy funds, supplies will be purchased for curriculum, training, and events as identified by teacher leaders.

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

**Part 5 – Progress Monitoring**

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

By June 2019, there will be an improvement with teachers (4.17%) being rated ineffective for Domain 1e (planning and preparation) and their will be a 5% increase in student achievement (as measured by BOY/Mid-Term/EOY/Unit assessments).

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

Unit plans, lesson plans, and Advance Data

**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

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

In our school’s most recent Quality Review, we received a Well Developed in teacher support. Our current observation trends indicate that our teachers need support in Danielson’s Domains 1a, 1e, 3b, 3c, and 3d. During SY 17-18, 36% of teachers were rated developing and 5% of teachers were rated ineffective in Domain 3. Furthermore, based on school survey results, 39% of students felt personal attention and support indicating a need for teachers to improve in 2a. Therefore, our focus and priority needs is to deepen academic rigor in planning and instruction to ensure every student makes progress and teachers need to build deeper connections with their students. We will deepen academic rigor through observation feedback, professional development, instructional cabinet, and adjusting the curriculum and advisory activities to meet the needs of our students.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Goal</th>
<th>Response</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 – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.</td>
<td>By June 2019, 60% of teachers will show growth in Danielson’s Domain 3 as measured by Advance data from June 2018.</td>
</tr>
</tbody>
</table>
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly monitoring of reports from the Advance/Teachboost Systems.</td>
<td>All Teachers</td>
<td>September 2018 through June 2019</td>
<td>All administrators</td>
</tr>
<tr>
<td>Use of data from Advance to identify trends and compare calibration of administrators.</td>
<td>All Teachers</td>
<td>September 2018 through June 2019</td>
<td>All administrators</td>
</tr>
<tr>
<td>Monitor the progression of next steps and teacher implementation of recommendations/ improvement.</td>
<td>All Teachers</td>
<td>September 2018 through June 2019</td>
<td>All administrators</td>
</tr>
<tr>
<td>Offer professional learning opportunities for all staff members and lesson planning clinics to support teachers in effective lesson planning.</td>
<td>All Teachers</td>
<td>September 2018 through June 2019</td>
<td>Administrators and instructional leads</td>
</tr>
<tr>
<td>During SLCs, parents will be exposed to the different ways teachers are challenging their children through Danielson's Domain 3 and 1e.</td>
<td>Parents</td>
<td>September 2018 through June 2019</td>
<td>All teachers and families</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.

Through our parent coordinator, Tuesday Parent Engagement, PTA, and etc. we will provide parents with the necessary resources/workshops to educate parents on how to support their child at home. Families will also be invited to participate in culminating activities, celebrations, trips, and to bring their expertise in collaboration with teacher.

## 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.
Advance, Teachboost, district teacher development and evaluation coach, lead teachers, per session/per diem for teachers attending PD, PD with GoldMansour and Rutherford. In addition, through a combination of Tax Levy funds, supplies will be purchased for curriculum, training, and events as identified by teacher leaders.

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

By June 2019, 40% of teachers will show improvement in Danielson Domain 3 as measured by Advance data from the June 2018.

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

Advance data from observations.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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

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

The OWH community consists of families and staff members with a focus on growth and improvement in our school community. During the 2017-18 school year, year three of Student Led Conference implementation, at least 65% of students participated in a conference. Parent reflections had positive feedback with their experience of SLC’s.

Based off of ESSA, for the upcoming school year there will be a shift from parent "involvement" to parent "engagement." Based off of the attendance sheets from PTA meetings and parent workshops from school year 17-18, our needs as a school community is to bolster parental engagement and gain additional parent partners.

Part 2 – Annual Goal

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

By June 2019, there will be a 25% increase in parent engagement opportunities (i.e. SLC, workshop, PTA meeting, Celebration, etc.) to improve the overall school/ community relationship[s as measured by calendars and flyers.]
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | All students and parents | Throughout the 2018-19 school year | All stakeholders including parents, students and teachers. |
| Plan family engagement events which would allow parents to be heard and provide input | | | |
| Communicate to families through Pupilpath, School Website, Phone Messenger, Monthly Parent Curriculum Newsletter, Family Celebrations, etc. | All families | Throughout the 2018-19 school year | All stakeholders including parents, students and teachers. |
| Workshops focusing on different content areas for parents on who they can support their children in becoming college and career ready in which will include research-based strategies and resources for SWDs and ENL students as well as enrichment opportunities for high achieving students. | All parents/guardians | Throughout the 2018-2019 school year | All stakeholders including parents, students and teachers. |
| Student Led Conferences | All parents/guardians | Throughout the 2018-2019 school year | All stakeholders including parents, students and teachers. |

### Part 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.

City Year, GRYC Beacon, CUNY Arts, Museum of Moving Image, Intrepid, & Urban Advantage

### 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.

Translators, parent coordinator, school counselor, teachers, administrators, CBOs, per session or per-diem, & Skedula

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part 5 – Progress Monitoring

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

By June 2019, at least 50% of families would have participated in a family engagement event at OWH as measured by attendance sheets.

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

Parent engagement flyers and parents sign-in sheets.

**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>Students in the bottom 1/3 on ELA state exams, students that represent groups that did not meet AYP, students that are levels 1 and 2 (below the median scale score of 302 on the state exam), students that show significant deficits in the baseline assessments, L2 stalls,</td>
<td>In-class scaffolds for tasks, independent reading with writing (across all content) component, Literacy program, debate class, station teaching, student centers and enrichment classes such as real world math and real world writing.</td>
<td>Small group, station teaching, parallel teaching, tutoring, in-class, Blended Learning, and additional AIS support.</td>
<td>During the school day and after-school programs</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students in the bottom 1/3 on math state exam, students that represent groups that did not meet AYP, students that are levels 1 and 2 (below the median scale score of 307 on the state exam), students that show significant deficits in the baseline assessments</td>
<td>In class scaffolding of tasks, embedded released state exam questions into unit assessments, station teaching, student centers and repeated work and teacher support.</td>
<td>Small group, tutoring, in-class, station teaching, parallel teaching, blended learning, and additional AIS support.</td>
<td>During the school day and after-school programs</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students that show significant deficits in the baseline assessments</td>
<td>Urban Advantage, project-based learning, Intrepid, station teaching, hands on learning &amp; student centers</td>
<td>Small group, tutoring, in-class, hands on labs, blended learning and additional AIS support</td>
<td>During the school day, after school, and some weekends</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students that show significant deficits in the baseline assessments</td>
<td>Passport curriculum, in class scaffolding of tasks, debate class, DBQ’s, Project Based Learning, station teaching, &amp; student centers</td>
<td>Small group, tutoring, in-class</td>
<td>During the school day</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>

| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students that are referred to PPT, students that are failing subjects, students that are overage, students that are chronically absent or late students that are suspended (recidivists) | Advisory (Sanford Harmony and Power Brain), CUNY Creative Arts Team, bullying prevention, attendance check-in, social skills, study skills, organization skills, Town Hall, & core value reinforcement. | Class, individual or small group | During the school day, after-school, homeroom, and post secondary classes. |
Section 7: Support for Students in Temporary Housing (STH)

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

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

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>Four students have been identified as STH.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>Four students have been identified as STH.</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>Students will be provided with metro cards, school supplies, and basic emergency supplies (e.g., uniforms, school supplies, books, glasses, etc.) and other educational services (e.g., counseling services, intervention programs) so that STH students have opportunities to progress academically.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

| N/A |  |
Section 8: Title I Program Information

Directions:
- All Schools must indicate their Title I status in Part 1.
- All elements of the All Title I Schools section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the TA Schools Only section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the SWP Schools Only section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

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

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Prior to hiring a candidate, their credentials are verified by our school’s HR Director to ensure that the candidate holds a valid NYS certification in the needed license area. The BEDS survey is reviewed by the Principal and the HR director who works with our school to ensure that every teacher’s assignment aligns with their license area so that all teachers are reported as Highly Qualified on the BEDS Survey.

Strategies and activities used to attract high-quality highly qualified teachers to our school include:

- Frequent communication with our FSC HR Director when vacancies occur
- We have established a partnership with a local college to support the grooming of student teachers in our search for HQT candidates.
- We interview HQT candidates from the Open Market Hiring System and the Absent Teacher Reserve (ATR) Pool.

We have established a rigorous interview protocol that includes demonstration lessons, interviews, and review of the New York State certification/licensing.

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).

- FSC and Central PD sessions are attended and turn-keyed to the staff.
- Teacher will receive High Quality and Ongoing Professional Development
- Teachers collaborate with lead teachers from other schools.
- 80 minute PD blocks each week for teachers and paraprofessionals.
- PD team meets regularly with the administration to discuss and plan professional development for staff based on staff needs.
- Teachers are provided with curriculum maps, instructional resources and professional learning opportunities.
- Individualized PD plans are created for teachers, based on their needs, to ensure improvement.
Coaching and mentoring are available for teachers who require additional support.

There is a teacher resource center and a professional library to promote promising and effective practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers and Administrators examine data, trends from assessments, surveys, professional conversations, and classroom observations to select instructional materials and Measures of Student Learning. During instructional cabinet and teacher teams, teachers and administrators collaborate to make decisions on assessments and various instructional initiatives.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount...
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.
--- | --- | --- | ---
Title I Part A (Basic) | Federal | $28,622 | X | Sections 5: A, C, and E
Title II, Part A | Federal | N/A | | |
Title III, Part A | Federal | $12,366.00 | X | Sections 5: D and E
Title III, Immigrant | Federal | N/A | | |
Tax Levy (FSF) | Local | $3,573,003 | X | Sections 5: A, B, C, and D

**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.
The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

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

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

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

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

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

---

### 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. IS 204Q, Oliver Wendell Holmes School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.

IS 204'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.

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

The Oliver Wendell Holmes School will support parents and families of Title I students by:
● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

● providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

● providing assistance to parents in understanding City, State and Federal standards and assessments;

● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

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Parental Involvement and School Quality

To increase and improve parent involvement and school quality, the school will:

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

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

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between IS 204 and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

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

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

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

DWH 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)

IS 204, The Oliver Wendell Holmes School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum
Provide high quality curriculum and instruction consistent with Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
● arranging opportunities for parents to receive training to observe classroom activities;

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences and Student Led 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 the Every Student Succeeds Act (ESSA) and Title I programs;

---

**II. Parent/Guardian Responsibilities**

● monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

● ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

● check and assist my child in completing homework tasks, when necessary;

● read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);

● set limits to the amount of time my child watches television or plays video games;

● promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;

● encourage my child to follow school rules and regulations and discuss this Compact with my child;

● volunteer in my child’s school or assist from my home as time permits;

● participate, as appropriate, in the decisions relating to my child’s education;
● participate in Student Led Conferences for my child..

● communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

● respond to surveys, feedback forms and notices when requested;

● become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

● participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;

● take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;

● share responsibility for the improved academic achievement of my child;

| III. Student Responsibilities |

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one): ☑ conceptually consolidated (skip part E below) ☑ NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

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

- [ ] Before school
- [ ] After school
- [x] Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [x] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______

2018-19 CEP
### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: ______

OWH will be offering after-school and Saturday Academy classes during SY 2018-19 for all current 6th, 7th and 8th grade ENL students to target their learning needs. The program will run begin in the Fall and run through the Spring. This program will also be offered to all SIFE as well as long term English Language Learners. The program will run from 8:00 AM until 12:00 PM for 20 sessions. A program notification in the parent's preferred language will be sent home with the student in order to sign up for the program. Once the program begins daily attendance will be taken. This will support the school in making AYP in ELA with our ELL students, since we did not meet our AYP this year.

Four dually certified teachers ENL/Special Education will be teaching the program. The instructional focus will be on developing and improving reading, writing, listening and speaking skills using ENL strategies and methodologies to help ENL students acquire the academic English language and skills necessary for higher achievement. Students will be engaged in activities using News ELA, Test Prep books, hands on projects. Consistent use of differentiation, small group instruction, scaffolding techniques, questioning, visuals, and frequent opportunities for interaction and discussion will be used in the classroom. Teachers will provide direct instruction as well as team teaching, station teaching, and flexible groupings during the course of the program.

Teachers will maintain the program notifications and student attendance and track student progress on an Excel or Access database. Students will be grouped by NYSESLAT levels and the ratio will be 12 students per teacher in each class.

The ENL program will focus on language acquisition helping ENL students make academic progress. Teachers' lessons will be based on the common core learning standards, NYSESLAT reading, writing, speaking, and listening scores, and scores from ELA, MOSL data and Math Baseline Assessments. The three classes will be grouped according to grade level. The classes will focus on all four modalities of the NYSESLAT test which will include writing, reading, listening and speaking activities necessary for making better gains on learning the English language and on the NYSESLAT, ELA and other testing.

Native language support such as bilingual glossaries tutorials in using Google translate, native language classroom libraries, Ipad use in vocabulary development, comprehension and translation, as well as the buddy system will be used to aid in students language development.

Students will be able to use glossaries and Google translate at home. Online curricular resources also employ google translate so that parents can help support students at home with homework.

Students will be engaged in various activities that will include reading comprehension, citing evidence, vocabulary development, listening and speaking, grammar, the writing process, working in groups and pairs etc. Materials are supplemental and distinct from those used for daily instruction (translated documents/myON/Readworks/online intervention programs/test prep books).

A rich program of after-school activities take place three days a week (Tuesday - Thursday from 2:30 PM until 5:30 PM from September until June). These services are provided by the CBO City Year Program and through GRYC Beacon. These programs range from academically
### Part B: Direct Instruction Supplemental Program Information

oriented to sports oriented. ENL's are encouraged to participate at all levels and many take advantage of these programs.

### Part C: Professional Development

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

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

Begin description here: _____

IS204Q has a plan for ongoing professional development during the new scheduled PD block. Some topics that will be presented during these professional development periods are:

- ENL strategies/Instructional Supports
- ENL mandates and standards
- ENL testing (NYSITELL & NYSESLAT)
- Language objectives to address ENL/CR-Part 154

ENL teachers will also attend professional development in and out of our school and turn-key to all staff members. The need for the additional PD is that our many of our students do not improve on the NYSESLAT, not have we met AYP with our ELLs, and the teachers need additional strategies and ideas in ways to support ELLs.

To assist the title III teacher's with monitoring the progress of the students in the title III program, the Title III teachers meet with the AP to look at student data and plan for the instruction of their ELL’s, which includes differentiation, grouping, writing interventions for ELL’s and NYSESLAT Test Preparation. Additionally, teachers use common planning (once a week) built into their programs to share best practices and to plan collaboratively.

A minimum of fifteen percent (15%) of required professional development hours for all teachers prescribed by CR Part 80 will be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. Professional development as required by NYS CR Part 154 is provided at I.S. 204 on designated (Mondays and Professional Learning Days). ENL teachers will attend outside workshops as needed.

Teachers participate weekly in lesson studies to improve their pedagogy and to differentiate their instruction to meet the various needs of all English Language Learners. These professional development workshops take place every Monday afternoon for 50 minutes and have been ongoing since the first week of the school year. These professional development sessions will continue until the end of the school.

Every Title III service provider attends weekly common grade meetings (40 minutes in length) where the teachers have the opportunity to discuss student progress, strengths and areas for improvement. The Title III teachers are then able to use this information to target and adjust their instruction during the morning program.

Additional professional development workshops are conducted Monday afternoons by the lead teachers (content certified: ELA, Math, Social Studies and Science) through the school year. Topics include but are not limited to the ENL Classroom, Building Academic Vocabulary for English Language Learners, Cooperative Learning Classrooms, Setting Student Goals and Differentiating Instruction to reach all ELL’s. All teachers including the Title III service providers attend these professional development workshops. Each session is 50 minutes in
**Part C: Professional Development**

Length. For each professional development session an agenda is maintained and participants attending are required to sign in on an attendance sheet.

On going professional development will positively impact the quality of classroom instruction, improve the implementation of new initiatives and aid in raising student achievement by providing teachers with strategies for ELLs and additional ways of modifying instruction and scaffolding for ELLs.

---

**Part D: Parental Engagement Activities**

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: ______

I.S. 204Q provides numerous opportunities for ENL parents to attend informative workshops.

1. The ENL Coordinator offers orientation workshops to the parents of new incoming ENLs. NYSESLAT workshops will also be offered to provide parents with a better understanding and changes on the state test.
2. The parent coordinator conducts meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.
3. The ENL coordinator conducts parent workshops for ENL parents regarding standards based instructional activities. Parents of Title III students as well as parents of ELLs will participate in these activities by engaging in practices that will support their child’s growth, learning, and development at home.
4. Translators are provided at meetings to help parents in their native language. The translation needs of parents will be met (notification of events in the home language as per LTI plan.)
5. ENL classes are offered to parents during the day (through a parent outreach CBO).

---

**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>$10,918</td>
<td>Per session will be paid to teachers to teach the Saturday program. 2 teachers X 20 sessions X 4.5 hours at 90 hours X 60.65=$10,918</td>
</tr>
<tr>
<td>Purchased services</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>$1450</td>
<td>Online software program (Mathletics at $10 per 145 = $1450)</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$12368</td>
<td></td>
</tr>
</tbody>
</table>
**Division of English Language Learners and Student Support**

**Grades K-12 Language Allocation Policy Submission Form**

**2017-18 and 2018-19 School Year**

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

**Part I: School ELL Profile**

### A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Queens</td>
<td>204</td>
</tr>
</tbody>
</table>

School Name: Oliver Wendell Holmes

### B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Faye Erstejn-Kotzer</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Thomas Carroll</td>
</tr>
<tr>
<td>Coach</td>
<td>Francesca Scalici</td>
</tr>
<tr>
<td>ENL/English as a New Language/Bilingual Teacher</td>
<td>Christine Szkambara</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Tina Lambos</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Kiriaki Spanopoulou/ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>Jill Foley</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>N/A</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>TBD</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Sophia Nikolidakis/ENL</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>N/A</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Philip Composto</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers not currently teaching in a bilingual program</td>
<td>1</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of certified ENL teachers not currently teaching in the ENL program</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>4</td>
</tr>
</tbody>
</table>

### D. Student Demographics

<table>
<thead>
<tr>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students in school (excluding pre-K)</td>
<td>487</td>
</tr>
<tr>
<td>Total number of ELLs</td>
<td>85</td>
</tr>
<tr>
<td>ELLs as share of total student population (%)</td>
<td>17.45%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

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

If yes, indicate language(s):
- Spanish

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K 1 2 3 4 5 6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>2 2 1</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0 0 0 0 0 0 0 2 2 1 0 0 0 0 5</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

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

Data gathered through teacher created assessments, standardized exams, interim assessments, teacher created Dual Language Assessments (baseline), conferencing and other informal assessments demonstrates a need for ELL’s on the area of reading and vocabulary comprehension. ELL students struggle expressing their ideas both orally and in writing. Students tend to answer literal questions and struggle to expand on questions that require critical thinking skills. Students struggle with comprehension of academic text. Using this data the ENL department has worked with teachers across subject areas to infuse ENL methodologies in their pedagogy to address these needs. Approximately eighteen percent of our ENL population are long term ELL’s. To accommodate their needs with language acquisition they are invited to before and after school programs. Portfolios are created for all ELL’s to ensure that students are making progress.

2. What structures do you have in place to support this effort?
Grade teams, teacher teams, department teams, tailored professional development, & assessments reviewed by the aforementioned teams.

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? We look at individual student progress and how many students improve on the NYSESALT and in each modality as well as ELA state exams and school unit assessments. We also use edperformance.com data to measure progress. Students need to grow in language development and vocabulary.

4. What structures do you have in place to address interventions once the summative data has been gathered? Co-teachers use data to plan lessons through station teaching, parallel teaching, and student centers. Teacher teams will identify students to attend upcoming Title III intervention programs as well. ENL classes are also provided with push-in AIS teachers to provided smaller group support. Teachers will receive continuous training and support to address ELL’s.

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.] Data specialists desegregate a variety of student data and provide teachers with information on student progress. In addition, they will examine achievement at the classroom level. Students are targeted and screened during teacher teams and ENL strategies and methodologies are used to scaffold tasks for students. Students are also invited and encouraged to attend after school and early morning literacy programs. Students will receive AIS via small group instruction (Tier 1 and Tier 2). Throughout the year, teacher teams will progress monitor and make appropriate curricula adjustments.

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 RALT from ATS].) Students are more successful on the listening and speaking modalities and struggle with reading and writing modalities.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Teacher teams analyze the data through inquiry work and teacher teams. With the data, teachers use target intervention to address the needs of our ENL students (station teaching, AIS, myOn, appropriate scaffolds, etc.)

### 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.
      Students are placed in classes on their NYSESALT scores and mandates of CR-Part 154. There is also one class per grade that has ESL classes taught by certified ESL pedagogues, programmed into their school day. An integrated model for ENL is implemented into content area classes (including special education classes) to fulfill time requirements and support students. Integrated and stand-alone models are implemented based off of ENL mandates.
   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)?

   To ensure that the mandated number of instructional minutes is provided according to the students proficiency levels, all students were placed in classes based on the required number of minutes as per CR-Part 154 requirements for each level so that ENL teachers can push-into classes and also provide ENL classes. ENL teachers will ensure students receive systematic instruction that is carefully structured and sequenced.

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.

   Core content is delivered through small group and whole group instruction (e.g. Team Teaching Model--Station and parallel teaching). ENL teachers and content teachers have an opportunity to collaborate during teacher team time. Core content is delivered through station and team teaching. Effective ENL methodology and strategies are infused in content area instruction to enable ELL students to access prior knowledge, learn content material and communicate ideas. Visual aides and graphic organizers are used to infuse ENL strategies into content areas. Rather than pulling students out of their grade level classroom, this program model brings the ENL specialist into classrooms. Technology aides, such as the Interactive Activ board were added to classrooms to aid in instruction as well as glossaries and ipads. Student to student discussion is also encouraged during all classes to promote speaking and listening skills.

   In our Spanish Dual Language program, content is delivered in 50% English and 50% Spanish and students are serviced by licensed bilingual teachers. Dual language teachers collaborate to adjust the curriculum to meet the needs of their students and to share resources translated from English to Spanish.

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

   We have seasoned pedagogues with experience dealing with high ENL populations interview parents/students and review the home language survey. They also administer the the NYSISTEL.

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

   SIFE students are offered and have priority in participating in extended day activities which include academic classes to increase literacy and mathematics. Scaffolds are used throughout the school day.

   All ENL students' NYSESLAT, MoSL, edperformance, and various assessments are disaggregated and used to determine scaffolds for tasks and based on level and progress of their language acquisition. Students (newcomer and developing) that receive stand alone ENL classes receive explicit instruction to develop their speaking, listening, reading and writing proficiency (team teaching). Teachers meet during common planning to discuss specific instructional needs and accommodations (extended time, use of glossaries, etc). Literacy is developed in individual, guided and group instruction. Former ELLs are given their accommodations and their scaffolding is designed as needed based on language needs and or skill deficits (team teaching and station teaching via small group instruction).

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?

   All students including ELL/SWDs are required to meet the mandates of of standards aligned curricula. Teachers certified in ENL and content teachers modify and adapt curricula and instruction based on student's needs and as per their IEP goals and recommendations. Tasks are tiered and differentiated to provide multiple entry points for all students to access the curricula.
When required, an alternate placement para has been utilized to meet the mandates of students requiring bilingual instruction as per their IEP. Team teaching, station teaching, and parallel teaching are pedagogical methodologies to support ELL-SWD’s with academic content and language acquisition.

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? 

Students were grouped in classes based on their IEP needs and NYSESLAT scores. Teacher programs were designed to accommodate students needs in the least restrictive environment and ensure that all mandates were met. As an example, ICT classes have students that are designated ICT as per their IEPs, but also require ENL services. Co-teachers also use station teaching to provide students with small group instruction. OWH made program adjustments by departmentalizing teacher schedules to ensure they are experts in their content area.

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.

Teachers are collaborating to share resources translated from English to Spanish across all content areas. The OWH Saturday College Access for All Academy is offered to targeted ELL students. All non-ELA/ENL teachers and ELA/ENL teachers are collaborating in teacher teams to ensure that ENL methodologies as well as the Advanced Literacy Hallmarks are infused across all content areas. Students receive tier II instruction as per ensuring ENL mandated students receive extra support in ELA and Math.

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

3rd year Spanish Dual Language, a Debate class to encourage discussion, Real World Writing, Real World Math, vertical programming, incorporating language objectives in the the learning target or focus question, station teaching, myON, Reading Works, & Post Secondary Readiness. The classes and programs ensure students learn how effectively problem solve by infusing language development skills.

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

N/A

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

ENL Students are afforded equal access to all school programs throughout OWH. All ENL students receive the same cluster classes as all other students in the school; art, music, health, foreign language. ENL students are also invited to participate in various enrichment programs. These programs provide ENL’s with the opportunity to develop language speaking skills in a social setting and to explore other talents and interests. These include basketball, soccer, Literacy club, Teen Thursday, City Year, Title III Saturday program, national junior honors society and Intrepid. During parent engagement activities, the programs are presented to the parents and applications are distributed. Approximately 70% of our ENLs participate in the aforementioned programs.

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.

A variety of instructional resources are utilized during the school day to support our ENL students. SS Passport Curriculum, Teacher Created Resources from Spanish to English, Ipdas, dictionaries and glossaries are used to support language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Manipulative and visual aids are used to scaffold instruction for ELL’s. Every classroom is equipped with an interactive white board to aid in instruction.

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

Home language support is delivered in our ENL program through independent reading. Our students have the opportunity in social settings such as lunch and extended day programs to speak in their native language. Additional support is given through the use of buddy learning partners as well as our staff members who speak many of the same native languages as or ELL
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   All school resources and materials are developmentally and age appropriate for middle school students and aligned to CCLS and we are currently realigning the curricula to the Next Gen Standards. Services, curricula and daily instruction are tailored to meet the cognitive demands of our ENL students as per their ENL mandates.

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?
   A variety of instructional resources are utilized during the school day. Ipads, dictionaries and glossaries are used to support language instruction. Multicultural literature representative of the various cultures are used inside the classroom. Manipulatives and visual aids are used to scaffold instruction for ELL’s. Every classroom is equipped with an interactive white board to aid in instruction.
   Please note, schools are two different grade levels with different student populations and do not share resources for ENL students.

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).
   To assist newly enrolled ENL students before the beginning of the school year, we hold an orientation day. During this day, parents and students are invited to the school to meet the teachers and administration. Students take a tour of the building and learn about the programs we offer. During the summer months we will offer a two week bridge program to all of our incoming sixth graders. Students who participate in the bridge program are assessed to further inform curricular adjustments and scaffolds that will be included into curricula. The students also have the opportunity to meet other incoming sixth graders as well as develop their language skills in a social and more relaxed academic setting. Students who enroll into OWH throughout the year will have orientation with the school counselor and teachers.

17. What language electives are offered to ELLs?
   Italian, Arabic, Greek, & Spanish

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

   a.) The dual language model being used is self-contained with the teacher providing instruction in both English and Spanish using the 50/50 alternating day model. Language is organized and clearly designated by color codes.
   b.) Science-Spanish & English / Social Studies-Spanish & English / NLA- Spanish only
   c.) Color coated on alternating days. i.e. by designated days of week.
   d.) Both languages are taught at the same time.
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?

Contractual staff development hours and days (Mondays 2:20 - 4:00) are utilized to provide all staff with the necessary ELL professional development as well as election day and the Chancellors day. The entire staff was trained by Goldmansour and Rutherford on best practices with co-teach and serving struggling students (IEP, ENL, at risk, etc.) The entire staff was also trained in social/emotional learning by Power Brain and the CUNY Creative Arts Team in which promotes language acquisition development.

When available, teachers are sent to various professional development workshops offered by the Office of English Language Learners, which includes PD to support ENL students in accessing Common Core standards, and teaching ELL students with disabilities. These staff members then turn key to the rest of the staff. Other support staff such as our secretaries, school aides, and parent coordinator are aware of our ENL students and are provided with the guidelines of CRP-154.

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.

Our school assists incoming ENL students in the transition from elementary to middle school by opening our doors for an open house/orientation. Our school also invites elementary students to participate in a grade bridge summer program. Additionally, we will be meeting with main feeder elementary schools to gather valuable data on incoming ENL students and their needs in order to ensure they are supported as soon as they enter and are correctly placed. In order to support the ENL student’s transition from middle school to high school, the guidance department offers High School open houses, inter school visitations, information meetings, and small group counseling. Our guidance counselors receive outside training throughout the school year in order to assist ENL’s as they transition.

Since the school has a significant ENL population and many teachers teach ENL students, all teacher teams and Monday professional learning opportunities infuse ENL strategies and methodologies for supporting these students. This is beneficial in that while strategies may be learned that have been identified as helping ELL students, these strategies can benefit a variety of learners. All records for PD activities are maintained by lead teachers and the AP.

Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

All meetings have translation/interpretation services as needed. During SLT and PTA meetings data and supports for ENL’s is discussed with parents. We have ESL classes for parents and teachers always include information regarding ENL and how parents can support their children with the rigors of the curricula. The teachers share strategies that they use with the students and how instruction is scaffolded. Additionally, during Student Led Conferences, students assess their own goals and show their language development progress and share assessment results in all content areas. Since many staff members speak many of the languages represented in our school they are available to assist parents and clarify questions they may have.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent coordinator of IS 204 schedules parent workshops that target the needs of all students. These workshops include but are not limited to, the high school application process, PupilPath, CCLS, Special Education services, ENL services. Translation is available at every meeting. We conduct monthly Parent Teacher Association meetings. Notices and letters are translated to keep parents informed of school events and educational programs. We also distribute monthly curriculum parent newsletters to inform parents about what their child is learning. Additionally, Pupil path translates all teacher/parent correspondence into the parents' home language and back to English for the teachers. Phone messenger/Blackboard connect communicates with parents in their home language as noted in ATS.

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.

Implementing station teaching/co-teaching model in at least 65% of our classrooms has been a success. Based off of Advance data, teacher planning is evident and student engagement has increased.
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, Faye Erstejn-Kotzer, 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>Faye Erstein-Kotzer</td>
<td>Principal</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td>Thomas Carroll</td>
<td>Assistant Principal</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td>TBD</td>
<td>Parent Coordinator</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td>Sophia Nikolidakis</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td>Lorri Webster</td>
<td>Parent</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td>Christine Szkambara</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td>Kiriaki Spanapoulou</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td>Francesca Scalici</td>
<td>Coach</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>10/10/17</td>
</tr>
<tr>
<td>Fotina Lambos</td>
<td>School Counselor</td>
<td></td>
<td>05/29/18</td>
</tr>
<tr>
<td>Philip Composto</td>
<td>Superintendent</td>
<td></td>
<td>05/29/18</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: 30Q204 School Name: IS 204 Superintendent: Dr. P. Composto

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>Kiriaki</td>
<td>Spanopoulou</td>
<td>ENL Coordinator</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Andres</td>
<td>Espinal</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>No</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.

The school uses the HLIS and parent interview to determine the preferred oral and written languages for parents of new admits. We also use ATS Home Language reports (for students that are list-noticed to the school or transfer as well as feedback from parents and school anecdotal data. Our parent coordinator makes arrangements for translations during parent workshops, parent information nights, meetings and award ceremonies. The LAP team review the data periodically to ensure that surveys and parental contacts are translated in all languages represented by our families.
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>ARABIC</td>
<td>7</td>
<td>1.1</td>
<td>7</td>
<td>1.1</td>
</tr>
<tr>
<td>BENGALI</td>
<td>42</td>
<td>6.61</td>
<td>42</td>
<td>6.61</td>
</tr>
<tr>
<td>CHINESE</td>
<td>3</td>
<td>.47</td>
<td>3</td>
<td>.47</td>
</tr>
<tr>
<td>FRENCH</td>
<td>1</td>
<td>.16</td>
<td>1</td>
<td>.16</td>
</tr>
<tr>
<td>HINDI</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>.16</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>330</td>
<td>51.97</td>
<td>329</td>
<td>51.81</td>
</tr>
<tr>
<td>PASHTO</td>
<td>1</td>
<td>.16</td>
<td>1</td>
<td>.16</td>
</tr>
<tr>
<td>TAGALOG</td>
<td>1</td>
<td>.16</td>
<td>1</td>
<td>.16</td>
</tr>
<tr>
<td>PUNJABI</td>
<td>3</td>
<td>.47</td>
<td>3</td>
<td>.47</td>
</tr>
<tr>
<td>PORTUGUESE</td>
<td>2</td>
<td>.31</td>
<td>2</td>
<td>.31</td>
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<td>SPANISH</td>
<td>242</td>
<td>38.11</td>
<td>243</td>
<td>38.27</td>
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<td>THAI</td>
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<td>0</td>
</tr>
<tr>
<td>URDU</td>
<td>1</td>
<td>.16</td>
<td>1</td>
<td>.16</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly calendar</td>
<td></td>
<td>-NYCDOE translation services</td>
</tr>
<tr>
<td>Parent teacher conference announcements</td>
<td>1-2</td>
<td>-utilize bi-lingual staff members</td>
</tr>
<tr>
<td>Extracurricular registration forms</td>
<td></td>
<td></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 (Fall 2015 and Spring 2016)</td>
<td>at least once a month</td>
<td>-NYCDOE translation services</td>
</tr>
<tr>
<td>Awards Night (Quarterly)</td>
<td></td>
<td>-utilize bilingual staff members</td>
</tr>
<tr>
<td>Parent workshops (weekly)</td>
<td></td>
<td>-online translation apps</td>
</tr>
<tr>
<td>Back to School (September 2015)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PTA meetings (monthly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT (monthly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday parent engagement time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Led Conferences (by appointment)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6th Grade orientation (September 2015)
Summer school orientation (Summer 2016)

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

| Use of Blackboard Connect Phone Massaging System.

**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.

| During the month of September, provide staff with a PD that focuses on CRA-663.

**Part D: Providing Notice of Language Assistance Services**

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

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

| The school provides a copy of the Bill of Parent Rights to each parent, whose primary language is a covered language or who requires language assistance. A link is provided on the school website for parents to access. A sign in each of the converted languages is posted in the main lobby. 

**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?

| The school will use a variety of methods to gather feedback from the parents:

1. Parent survey
2. SLT meetings
3. PTA meetings
4. Parent workshops
5. Tuesday afternoon parent engagement time