2018-19

COMPRESSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 11X529

School Name: ONE WORLD MIDDLE SCHOOL AT EDENWALD

Principal: PATRICIA WYNNE
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>One World Middle School at Edenwald</th>
<th>School Number (DBN): 11x529</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>321100010529</td>
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</tr>
<tr>
<td>Grades Served:</td>
<td></td>
<td>6,7,8</td>
</tr>
<tr>
<td>School Address:</td>
<td></td>
<td>3750 Baychester Avenue Bronx NY 10466</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-515-6780</td>
<td>Fax: 718-515-6785</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Deirdre Hogan</td>
<td>Email Address: <a href="mailto:dhogan@owms.org">dhogan@owms.org</a></td>
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<tr>
<td>Principal:</td>
<td>Patricia Wynne</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Jerilyn Fueller</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Camille Rodriguez</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Patricia Wynne</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Melissa Doyle</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
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<tr>
<td>CBO Representative:</td>
<td>Mamie Summers</td>
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District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>11</th>
<th>Superintendent: Meisha Ross-Porter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>1250 Arnow Avenue Bronx NY 10469</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:mross@schools.nyc.gov">mross@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-519-2620</td>
<td>Fax: (718) 519-2620</td>
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Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Jose Ruiz</th>
<th>Executive Director:</th>
<th>Rudy Rupnarain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director’s Office Address:</td>
<td>1 Fordham Plaza Bronx New York</td>
<td></td>
<td></td>
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<td>--------------------------------------</td>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:rrupnar@schools.nyc.gov">rrupnar@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 828-4808</td>
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<tr>
<td>Fax:</td>
<td>(718) 828-4808</td>
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Section 2: School Leadership Team (SLT) Signature Page

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Wynne</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jerilyn Fueller</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Camilia Rodriguez</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Melissa Doyle</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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</tr>
<tr>
<td></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>
<tr>
<td></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>Mamie Summers</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Eliza Vega</td>
<td>Member/ teacher</td>
<td></td>
</tr>
<tr>
<td>Antoinette Morris</td>
<td>Member/ teacher</td>
<td></td>
</tr>
<tr>
<td>Damion Gaynor</td>
<td>Member/ teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
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<td>----------------------</td>
</tr>
<tr>
<td>Glenda Rodriguez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Thomas Sheppard</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Carmen Lugo</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Michelle Arthur</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Vikki Lewis</td>
<td>Member/</td>
<td></td>
</tr>
<tr>
<td>Ruben Lugo</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Nelly Zambrano</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Raquel Costa</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Joanne Arias</td>
<td>Member/ Secretary</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

School Quality Guide

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

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

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

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

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

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

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

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

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

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

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

### **Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
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<tbody>
<tr>
<td>One World Middle School at Edenwald is a small school committed to understanding ‘who’ the child is in order to teach them. We are dedicated to creating a respectful environment where diversity is celebrated and individuals learn and flourish by developing character, intellect, wellness and a desire for lifelong learning. At our school, we will not only provide students with rigorous standard-based academics, we will also provide students with a place where learning is self-directed. Children will not only have an understanding of what they are learning but also why they are...</td>
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</tbody>
</table>
learning it. We enhance our learning by celebrating success, and acknowledging student and teacher accomplishments.

All students will graduate with the ability to be a personal leader, a community activist and an Ambassador of Change. Similar to the United Nations charter, all cultures are celebrated at One World Middle School, real issues are discussed, and we will provide an on-going platform for dialogue. Leaders, activists and ambassadors have a common thread in that they communicate clearly and appropriately for the audience and message. For these reasons the areas of writing, speaking and listening will be carefully nurtured. Students will understand the importance of being informed and well versed in taking a position. At One World we will be guided by principles similar to the United Nations. We will seek to maintain a place of peace and security, to develop friendly relations among communities and to cooperate in solving problems and in promoting respect for human rights.

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.

Our school motto is that we “Operate at 212”. From their arrival, ambassadors are told about this theory of 212 degrees, and how we at One World, apply it to our daily lives. Each ambassador can tell you that, as individuals, we generate force and we are committed to going the extra degree in everything we do. That’s what makes us stand apart. Students understand that they are expected to give more than the average person. This commitment has resulted in a range of accomplishments such as:

- Google Code Next for Black and Hispanic Tech Leaders (Ambassador Design Challenge competition and acceptance)
- Scholarship awards such as TEAK program and Bard acceptance
- Equity and Excellence CS4All Initiative, Computer Science Education Week: HOUR OF CODE in coordination with our weekly 7th & 8th grade Small Group Coding
- NYC Pi 5 tournament (winning 2nd and 3rd place)
- Seventh Annual One World Middle School Pi 5 tournament
- Education Through Music Gala
- Orchestra performance at Marcus Garvey Park
- Student performances such as Notes in Motion, Shrek, Once Upon an Island, African American History, Dance and Step
- Women's March Washington D.C. 2017 and New York City 2018
- One World College and Expedition Tour to Upstate NY 2017: SUNY Onenta / Delhi, Syracuse University, Niagara Falls, Cooperstown
- One World College Tour to Philadelphia, PA 2017: Liberty Bell, Logan Hope School for Cambodian Refugees where ambassadors tutored students
- One World Trip to Washington, D.C. 2016 / 2017 / 2018
- One World College Tour to Atlanta, GA 2015 and 2018: Historical Black Colleges/Universities like Morehouse, Spelman, Howard
- One World College Tour to Boston, MA 2016 and 2018: Harvard University, Boston College, Freedom Train, Salem Witch sites
- One World Expedition Tour to Colonial Williamsburg, VA 2017 / 2018

They enter contests (writing, videos and presentations addressing social issues like autism awareness, bullying, leukemia and cancer awareness, etc.) Some students have created videos highlighting our school. Others have created videos and entered them in contests for Speak Truth to Power and much more. Our ambassadors have led fundraisers, coordinated and hosted our recent International Day, and won many awards including: ABENY Award, Kids Who Care Awards, Varsity and Junior Varsity Championship Games, and Top 3 in the Bronx Borough Spelling Bee.
In operating at 212, we are teaching students to take part in self-directed learning. In addition, we have a 212 board, where we acknowledge students who are caught doing things at 212!

In 2018-2019, we continue to hone our Independent and Guided Reading initiatives through the continuation of several successful strategies and incentives as well as new pieces. This is just one of our drives to consistently strengthen RIGOROUS INSTRUCTION.

- ELA teacher visiting classrooms to ensure fidelity and support as needed
- Dedicated resources and monies to purchase requested and suggested titles for class libraries
- Incentive trips to Bronx/Manhattan Barnes & Noble where ambassadors purchase books they self-select
- Data-based Guided Reading initiative in place all ELA classrooms
- Read-alouds in all content areas

Over the last year, we have seen ambassadors demonstrate growth in Fountas & Pinnell (F&P) levels as evidenced by running records. Increasing their reading comprehension is crucial to not only their ELA success, but in all other academic areas as well. Our findings during the June PD Data Dive showed that ambassadors who were stronger in ELA performed better on the Math test as well. This was true in all areas, especially true in the Ratio and Proportion strand, as the work is reliant on the ability to read and solve complex multi-step problems.

One of the most important aspects of our school is our ambassador population. We are proud to be going into our sixth year as a Nest school for children who are designated with Autism Spectrum Disorder (ASD). This specialized program addresses some of the specific emotional, behavioral, social and academic needs of our ASD ambassadors. Our teachers and administrators have attended rigorous graduate level coursework at Hunter College in order to meet the criteria to teach Nest classes. As we move forward, we have embraced many of the Nest practices as best practices for our entire school population and they have become One World non-negotiables for each classroom. Examples include framing directives in positive language, integrating movement breaks during ninety minute instructional blocks (which are supported by our brain research findings) and consistently looking at the “whole child” which has been part of the One World vision from its inception.

In addition to developing our instructional practice, we also strive to foster, maintain and strengthen our home-school connection. During our Parent Engagement time, teachers reach out to parents and families. Meetings are set up to support ambassador success in class. Teachers collaborate with Montefiore to ensure we meet the needs of the “whole child.”

When we began in 2011, we wanted to make sure we put practices in place that celebrates student achievement and encourages a safe learning environment for all students. We, at One World, believe that creating a collaborative culture means ensuring students have VOICE (Voice, Opportunity, Integrity, Collaboration, Equity).
Each month, we host a One World General Assembly (like in the United Nations) in which we:

- Acknowledge & Reward ambassadors with 100% attendance for the year as well as the month
- Acknowledge & Reward ambassadors who made the 212 board (212 above boiling point means going above and beyond the required to achieve the outstanding)
- Acknowledge & Reward ambassadors who were student of the month (by class)
- Acknowledge the class of the month (votes are tallied from all staff all month long) We have a huge trophy that circulates through the grade
- After the acknowledgements, students who have worked on projects throughout the month have an opportunity to present (video projects, using VOICE projects, individual/group talents)

As indicated in the mission/vision of One World, real issues are discussed and we provide a platform for dialogue. As ambassadors, our students are guided in developing their communication and leadership skills. From the beginning, we instill the highest expectations in our ambassadors in their ability to develop as activists who will dedicate their time and efforts to improving their world.

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

In addition to our Nest ambassadors, we are also consistently working to address the meet the needs of our ambassadors who are designated as ENL, SETSS, or other SWDs. In each case, we have teacher teams who continuously develop their expertise in developing our ambassadors’ potential. During our data dialogues, we look at each subgroup to ensure that all of our ambassadors are making gains. If we find this is not the case, we collaborate on strategies to address targeted areas of need.

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

We have firmly established a school culture of collaboration, high expectations, and data-driven instruction. As we move into Years 6-8, we are shifting our laser-like focus on strengthening each of our teaching and learning practices. We continue to be proud of our growth as a school community. In our most recent School Quality Review (December 2015), One World Middle School earned 5 (five) Well Developed ratings. This amazing accomplishment has served as a wonderful recognition of the hard work and efforts of our staff and ambassadors as well as a tremendous motivation to keep getting better and better. We believe this work is in direct alignment with the EFFECTIVE LEADERSHIP element of the Framework for Great Schools.

We have already begun the work on strengthening our ICT Teams, as aligned to COLLABORATIVE TEACHERS.

- Over the last three years, distributive leadership has been in place among 6 classroom teachers for various mentor roles and/or initiatives
- Coaches are serving many roles - mentoring, support, modeling instructional practices, providing immediate feedback and communicating and maintaining expectations adhering to our instructional focus.
  - This is continued work from 2015 - 2016 Action Plan which was rolled out in several stages
  - Specific initiatives include our 2018-2019 focus on developing student ownership in learning, Every Second Matters (ESM), Independent Reading, Small Group, 10-10-10 Guided Reading
- The feedback has been overwhelmingly positive
- By June 2017, teacher teams had self-conducted intervistations with self-identified focii, for the purpose of building collaboration and shared responsibility for improving teacher practice based on identified trends
  - The findings have driven Coach-created PD focused on maximizing teacher collaboration and strategic instructional choices to impact student learning
A SUPPORTIVE ENVIRONMENT and STRONG FAMILY-COMMUNITY TIES are some of our strengths as evidenced by our 2017-2018 NYC School School Quality Guide results where:

- 95% of students say that their school provides guidance for the application process for high school
- 84% of students say that most students try hard to get good grades
- 90% of students say that teachers help them catch up if they are behind
- 90% of students say that teachers give them specific suggestions on how they can improve their work
- 83% of students say that discipline is applied fairly in their school
- 97% of teachers say that adults at their school help students develop the skills they need to complete challenging coursework despite obstacles.
- 97% of families say that the principal is strongly committed to shared decision making
- 97% of teachers say that principal understands how children learn
- 100% of teachers say that the principal sets high standards for student learning
- 95% of families say that school staff regularly communicate with them about how families can help their child learn
## School Demographics and Accountability Snapshot for 11X529

<table>
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<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
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### English Language Learner Programs (2018-19)

<table>
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<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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</tbody>
</table>

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

- **# Special Classes (ELA)**: 2
- **# SETSS (ELA)**: 6
- **# Integrated Collaborative Teaching (ELA)**: 58
- **# Special Classes (Math)**: 2
- **# SETSS (Math)**: 6
- **# Integrated Collaborative Teaching (Math)**: 58

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Dance</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

- **% Title I Population**: 81.0%
- **% Attendance Rate**: 93.7%
- **% Free Lunch**: 78.0%
- **% Reduced Lunch**: 8.9%
- **% Limited English Proficient**: 6.9%
- **% Students with Disabilities**: 23.2%

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

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5%</td>
<td>58.4%</td>
<td>92.2%</td>
<td>3.0%</td>
<td>1.8%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

### Years Principal Assigned to School (2018-19)

- **7.26**

### % of Teachers with No Valid Teaching Certificate (2014-15)

- **0%**

### Average Teacher Absences (2014-15)

- **15%**

### ELA Performance at levels 3 & 4 (2016-17)

- **35.8%**

### Mathematics Performance at levels 3 & 4 (2016-17)

- **28.0%**

### Science Performance at levels 3 & 4 (4th Grade) (2016-17)

- **N/A**

### Science Performance at levels 3 & 4 (8th Grade) (2016-17)

- **79%**

### Student Performance for High Schools (2016-17)

<table>
<thead>
<tr>
<th>ELA Performance at levels 3 &amp; 4</th>
<th>Mathematics Performance at levels 3 &amp; 4</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Reward</th>
<th>In Good Standing</th>
<th>Focus District</th>
<th>Priority School</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Recognition</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>Focus School Identified by a Focus District</td>
</tr>
</tbody>
</table>

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

#### Elementary/Middle School

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: YES
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: NO
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: YES

#### High School

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: YES

---

2018-19 CEP: 14
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.

Currently, we have 21 ENL ambassadors. This is a small portion of our overall ambassador population, at about 6%. However, we have noted that it is a consistently under-achieving population. As of Spring 2018, we had 50% of our ENL population performing at a level 2 or better. Notably, 9% of our ENL population was achieving level 3 and 4, and it was these ambassadors who we had pre-identified as on track for our Regents course.

In Spring 2018, we administered Regents exams to our 8th graders for the first time. Our ENL ambassadors made up a significant portion of this achievement and we plan to grow these numbers in the future.

- 55% of our 8th grade ENL ambassadors took and passed the Algebra Regents.
- 11% of our 8th grade ENL ambassadors took and passed the Living Environment Regents.
- 11% of our 8th grade ENL ambassadors took and passed the ELA Regents.

Over the course of three years with us, our ENL ambassadors consistently make tremendous gains as evidenced by their NYS ELA performance, NY state Regents performance and their Commanding level as per the NYSESLAT. Our strongest ambassadors have graduated and we are continuing this work with our existing ENL ambassadors and getting started with incoming 6th graders.

As of October 2018, 66% of our enrolled ENL ambassadors performed at a level 1 in Spring 2018. Only a third (33%) of our ambassadors achieved L 2/3/4 on the Spring 2018 ELA exam. Our goal is to increase the number of ambassadors who are performing at a level 2/3/4 by 10% to 43%.

The majority of our ENLs speak Spanish, with Arabic being a new additional language. This is reflective of the top 3 most predominant languages in NYC's ENL student population.

In addition to our observations of our ambassadors, we know that: (as per ENL Coordinator meetings)

- ELLs are disproportionately referred for special education services in contrast to their general education peers
- Program models are inconsistently implemented and adhered to
- Large number of Long Term ELLs (LTE) across Bronx
- Long Terms ELLs (LTE) tend to drop out of high school

As of September 2016, our 60% ENL teacher has become a full-time ENL Teacher. She has been working with our ENL ambassadors over the last 4 years so she is very familiar with their current standing and their prior history. We feel that it is imperative that we develop and hone a dedicated program with schedule fidelity and a highly qualified
teacher. Having a teacher dedicated to this program and the needs of our ambassadors will help us to ensure that ENL ambassadors receive targeted and consistent instruction.

She has already developed a tentative schedule based on the needs of our existing ambassadors. This work includes the number of push-in, pull-out sessions dependent upon the demonstrated level of NYSESLAT achievement: emerging, commanding, former ENLs, etc.

Our 2015-16 Quality Review noted that 1.2 "develop teacher pedagogy from a set of coherent beliefs about how students learn best" was recognized as our area of Celebration. To this end, we feel that we will be able to successfully develop, implement and refine targeted instructional practices across the school to serve the needs of our ENL ambassadors.

This work is also aligned to our 2015 Quality Review area of focus in 4.2: Engage in a structured professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Both Goals #1 and #2 have been developed to strengthen our focus on ambassador achievement. As always, we are refining and strengthening this work through the 2018-2019.

**Part 2 – Annual Goal**

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

By June 2019, the number of ENL ambassadors achieving at a level 2/3/4 will increase 10% from 33% to 43%. Over the years, we have been consistently able to demonstrate progress with our ENL population - consistently shrinking the number of ambassadors performing at a level 1 and increasing the number to ambassadors achieving level 3/4. We continue this work because we have seen amazing results over the course of three years, as evidenced by the ENL ambassadors who qualified to take and pass the Regents exams (Algebra, Living Environment, ELA)

- 55% of our 8th grade ENL ambassadors took and passed the Algebra Regents.
- 11% of our 8th grade ENL ambassadors took and passed the Living Environment Regents.
- 11% of our 8th grade ENL ambassadors took and passed the ELA Regents.
## Activities/Strategies

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

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

### Cyclical and Targeted professional development will be provided by ENL teacher on effective strategies and techniques to support language acquisition.

- October - all staff
- Dec - as needed with Content Area Teams
- ongoing as needed

### Identify the individual needs of each of these ambassadors in regards to varied data sources including:

- performance of NYS CC standards
- current F&P level and relevant next steps
- classroom work behaviors - effort, confidence, speed
- NYSESLAT results

<table>
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<th>Key Personnel</th>
</tr>
</thead>
<tbody>
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<td>All Staff members</td>
<td>10/18-6/19</td>
<td>Assistant Principal, ENL Teacher</td>
</tr>
</tbody>
</table>

### Track and monitor individual ENL ambassador progress against each of the identified data sources (noted above).

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff members</td>
<td>9/18-11/18, 2/19-5/19</td>
<td>Assistant Principal, ENL Teacher, Data Team, ELA Teachers</td>
</tr>
</tbody>
</table>

### Communicate areas of growth, areas of need, new or revised action plans to

- ambassadors
- parents
- teachers

To ensure transparency and collaboration

Focus on ENL ambassadors: October, December, February, March
Supplemental materials and resources including: newsELA.com, Engageny.com, nytimes.com, teenreads.com, Blooms taxonomy, etc. aligned to our teacher-developed Units, which are standards-based and adhere to our instructional focus.

During novel studies, ENL Provider reads and amends chapters to allow students access to the text

Our Data Specialist will continue the longitudinal study on the progress of our ENL ambassadors as evidenced by schoolwide, grade and class assessments.
- F&P levels (Sept, Jan/Feb, June)
- benchmark assessments
- simulation assessments
- NYS ELA, Math, Science exam

Focus on ENL ambassadors: October, December, February, March

Monitor our ENL ambassadors as a subgroup to ensure integrity in the implementation of iready.com resources and progress monitoring system. Independent reading conferences will support this focus on connecting evidence, ideas and evaluating arguments.

Focus on ENL ambassadors: October, December, February, March

Strategies with ENL Teacher and across classrooms from varied, research-based sources include Tomlinson:
- Ensure a inclusive curriculum
- When in doubt, teach up!
- Shift from remediation to ensuring each ambassador works at their optimal level of comprehension and ability.
- Develop and plan instruction based on needs rather than label

<table>
<thead>
<tr>
<th>Task</th>
<th>Responsible Party</th>
<th>Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate these areas of growth and focus to ENL parents and families through workshops during PTC dates (Oct, Jan, March, May)</td>
<td>ENL provider</td>
<td>10/18 1/19 3/19</td>
</tr>
<tr>
<td>Sources for &quot;Accomodations and Strategies for ENL Students&quot; are listed in link below: <a href="http://ell.sfinstructionalresources.wikispaces.net/file/view/accommodationsforENL.pdf">http://ell.sfinstructionalresources.wikispaces.net/file/view/accommodationsforENL.pdf</a></td>
<td>ENL provider</td>
<td>9/18 - 5/19</td>
</tr>
<tr>
<td>Monitor, track and communicate ambassadors' progress on NYSESLAT growth as they progress through the levels (Entering -&gt; Emergent) in alignment with individual goals</td>
<td>ENL provider</td>
<td>9/18 - 5/19</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

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

Our ENL provider, Ms. Busto, will continue to ensure that our ENL ambassadors are prioritized candidates for our College and Career Expeditions, with extra outreach and communication to ENL parents and families. Beyond this, both our Parent Coordinator, Ms. Lynch, and our Montefiore Clinic Community Health Organizer, will continue to engage our ENL families through day and after-school workshops, weekend excursions, college expeditions and lunchtime sessions.

Our ENL ambassadors are prioritized candidates for our College and Career Expeditions, with extra outreach and communication to ENL parents and families. We have noted that the participation in extracurricular activities, clubs and performances has had a tremendous positive impact on our ENL ambassadors and their family involvement.

### Part 4 – Budget and Resource Alignment

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

- Our ENL ambassadors are consistently identified and supported for our College and Career/Historical Landmark expeditions: Boston, upstate NY, Virginia, Pennsylvania, CUNY and SUNY universities,
- Purchased Rosetta Stone to support our ENLs in learning grammar, sentence structure, vocabulary within their own individualized track

- Purchased Skedula to support greater integration of multiple data sources including Test Ready books, iready.com, informal and formal classroom assessments, etc.

- Title I funds for a Literacy Coach and part-time Guidance Counselor

- Funds allocated for additional technology (laptop cart for ENL group)

- Per Session for ENL teacher to work with ENL ambassadors after-school (1x weekly/Wednesdays) to provide targeted instruction for individual needs as evidenced by classroom observation, NYSESLAT notes, etc.

- Ensuring ENL ambassadors have opportunity to participate in Expedition trips to colleges, universities, historical landmarks

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

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

### Part 5 – Progress Monitoring

#### Part 5a. Progress Monitoring

- 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.

Our progress monitoring will take place over the course of the year in a three-prong approach. Specifically, we are looking to see if we have maintained progress as evidenced by NYSESLAT criteria and ELA test simulations. This year's goal is supporting all ambassadors to make progress - regardless of their starting point. As we push to decrease our Level 1s, we are also identifying and developing action plans to support more ENL ambassadors in achieving L 3/4. Beyond that, we are looking to see at individual scores to determine progress and performance levels on NYSESLAT and LAB-R.

1. How are our ENL ambassadors performing and progressing as evidenced by their F & P levels?
2. Are they making progress aligned to projected growth in their F & P level?

Each ENL ambassador will have a progress monitoring system where they are aware of their current F&P reading level and their goal level for the next assessment (varied by level and by ambassador).

3. How are our ENL ambassadors performing on NYS ELA Test simulations?

We will compare their 1st benchmark simulation to their Spring 2017 score to determine growth, regression, or stagnation. We will use the benchmark score to set a goal for the next simulation - broken down by performance on the multiple choice questions, short answer and essay components.

- October 2018
- January 2019
- May/June 2019

September 2018- all incoming ENL ambassadors will be assessed using F&P reading levels and NYS ELA simulations

September 2018- Data Specialist will be present school-wide data results from 2017 NYS Tests for our ENL ambassadors

October 2018 - Action plans for each ENL ambassador will be developed and implemented including:

- schedule of push/pull out services
- individualized set of short term and long term goals aligned to individual needs and school-wide goals

November 2018 - grade level content teams will review and discuss progress for our ENL ambassadors to determine level of growth in this area. Content Area Department Teams will score mid-unit assessments to identify needs and determine next steps to support ENL ambassadors

January 2019 - ENL ambassadors will take a 2nd NYS ELA simulation along with school. In addition to reviewing overall scores, indicated progress against 2016 test, we will be looking to see how this test demonstrates growth, or lack of, in the areas of focus.

February 2019 -- ENL teacher and teacher teams will identify where we are in relation to our goal of increasing Level 2's, 3's and 4's by 12%.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)
Fall 2018 (Sept/Oct) Baseline Assessments will include: ELA Simulation 1 (teacher-created from EngageNY, etc), Fountas & Pinnell testing, Math Simulation I (teacher-created from EngageNY, etc)

Winter 2019 (Jan/Feb) - Mid-Assessments will include: ELA Simulation II (teacher-created from EngageNY, etc), Fountas & Pinnell testing, Math Simulation I (teacher-created from EngageNY, etc)

Spring 2019 (March) New York State ELA Test

Spring 2019 (May) New York State Math Test

ENL specific assessments throughout the year: NYSESLAT, LAB-R, classroom assessments,

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

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

Part 1 – Needs Assessment

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

Our next goal is aligned to ensuring that each of our ambassadors demonstrate progress on the NYS ELA exam. We will be aligning this larger goal to a smaller goal in order to track our progress as a school community by comparing our ELA Test Simulation results from October to January. Our teachers have adopted the released questions from EngageNY as a resource for our OWMS test simulation. We are looking for 30% growth which is strenuous, but attainable as we have so much resources and initiatives aligned to strengthening reading comprehension and progress monitoring.

We have decided to focus on this measure because:

- Using one simulation provides a clear apples-to-apples comparison so we can identify and address the areas of need.
- Simulation comparisons are clear evidence of growth, stagnation or loss. Easy for ambassadors, teachers and parents to see and understand.
- Problems (stagnation/loss) can easily be addressed in February instead of waiting till end of year to get results.
- Each individual is at a different place but can share the same goal for growth.
- Ambassadors can track their own progress in between school-wide assessments through Fountas & Pinnell progress.
- Ambassadors can read beyond our recommendations to move at their own pace.

An effective SUPPORTIVE ENVIRONMENT at One World requires a balance between support and accountability:

- **the support of staff**
  - Coaches and Instructional Cabinet
  - looking at class and grade level progress reports
  - professional development to prepare, review and build action plans around data
- **the support of peers for academic progress**
  - growth and/or goals met will be recognized in monthly General Assemblies
- **allocation of resources**
  - laptops/tech to take assessments
  - time built into pacing calendar
- **clear communication of high expectations**
  - tracking individual progress and group progress monitoring through F&P running records
    - develop and communicate action plans to support individuals who are meeting, exceeding and/or struggling to meet goals
  - advance notice of assessment dates for ambassadors and families (and timely reminders)
This work is aligned to our December 2015 Quality Review area of focus in 4.2: Engage in a structured professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. Both Goals #1 and #2 have been developed to strengthen our focus on ambassador achievement.

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.

In 2018-2019, we are looking for 30% of our ambassadors to show 25% growth as evidenced by comparing the November ELA Benchmark simulation and the Winter 2019 ELA simulation. We will identify a cohort of pushable ambassadors, across multiple subgroups, that will be tracked against this goal.
### Part 3a – Action Plan

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

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

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</table>

**Structure Common Planning, Department Meetings and staff-wide Professional Development**
- identifying benchmarks to gauge ambassador progress
- grouping of ambassadors
- instructional materials and resources aligned to improving reading comprehension, fluency
- develop Guided Reading lesson plans to support small group instruction
- Model Guided Reading Lessons to provide feedback
- develop questions aligned to Engage NY style/formal/language

<table>
<thead>
<tr>
<th>Focus on Independent Reading will shift towards individual reading conferences</th>
<th>All Staff members</th>
<th>10/18-6/19</th>
<th>Administration, Coach/Teacher Facilitators</th>
</tr>
</thead>
</table>

**Professional Development on Effective practices, strategies and "look fors"**

**Read Alouds will be implemented across content areas. Social Studies and Science will implement 4 minute read-aloud to model fluency and provide additional content exposure. This will support both fluency and vocabulary acquisition.**

| 10-10-10 Guiding Reading initiative to maximize having ICT model through strategic, small group instruction and progress monitoring | ELA              | 9/18-6/19 | Admin, ELA Teachers                     |
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.

Teachers will continue to update parents/families on ambassadors’ academic progress via phone calls, emails, PupilPath app, etc.

Additionally, OWMS-created progress report are generated and distributed mid-marking period so that ambassadors and their parents are aware of current grades, missing assignments, etc. In this way, ambassadors and their parents have opportunity to take action to either rectify low grades as needed.

In January, ambassadors and their parents/families will be informed of their progress against the 25% growth from 1st to 2nd ELA simulations.

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.

Current resource alignment will maintain or increase as we started the work last year with focus on Independent Reading

- Continue to allocate funds for trips to Barnes and Noble so that ambassadors can continue to attend grade-wide trips to purchase self-selected books.
- Funds for Skedula to integrate varied data sources
- Title 1 funds for a Literacy Coach
- Funds for professional learning book
- Funds for targeted Professional Development and conferences to help support teacher practice
- Websites include newsela.com, teenreads.com, etc.
- Per Session for staff to meet and plan ELA curriculum - Independent Reading, Guided Reading, Content Area read alouds (Summer)
- Summer Planning to develop bank of content area read alouds
- Independent reading and Guided Reading lesson plans / strategies / texts

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

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<td>C4E</td>
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Part 5 – Progress Monitoring

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

Sept 2018

- Begin Fountas & Pinnell running records to ascertain individual independent reading levels
- Immediately implement 10-10-10 guiding reading sessions using 2018 F&P info to guide groups
- Teacher-created Units of study begin immediately, immersing ambassadors in high-quality, culturally responsive reading and writing
Oct 2018
- Rollout of assessment schedule and benchmark expectations
- Data Team will identify starting point for clusters/subgroups (ELLS, SWD, grade banks)
- ELA Teacher Teams will develop and implement action plan based on ambassadors who do and do not meet anticipated benchmark based on the Spring 2018 score
- develop small group action plans (using classroom data: data trackers, checks for understanding, short responses, writing pieces, 10-10-10 notices, etc)

Nov 2018
- Ambassadors will take ELA Simulation I (EngageNY) to ascertain starting point
- Principal, Assistant Principal, Data Specialist and ELA Teachers will review ELA Simulation I (EngageNY) assessment.

Dec 2018
- Data specialist and administration will review ambassador progress to date to determine the level of progress in F&P levels (Sept - Dec)

Jan 2019
- Administer 2nd ELA Simulation and analyze results to determine if we are on par to achieve our goal.

BENCHMARK ASSESSMENT

We will calculate what percentage of ambassadors have achieved 30% growth at this point. We will communicate this progress to ambassadors and their families, setting new target goals for some and putting intensive action plans in for others. All ambassadors, whether above, below or on track to meet goal, will be informed of their standing. This information will also be communicated to parents/families.

If sufficient growth is not evident, we will re-evaluate our approach to further differentiate our professional development and support towards between those ambassadors who are on point to achieve goal, those who are on the cusp, and those who are far below expectations. At this point, we plan to set tracking plans in place for performance-based subgroups of ambassadors.

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

ELA Test Simulation I (2018 EngageNY released questions)

- BOY and MOY test simulations

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.

In 2017-18, we set a goal where 75% of ratings in Danielson’s 1e: Designing Coherent Instruction will be rated Effective or Highly Effective as evidenced by the June 2018 Advance dashboard. This was an anticipated growth of 6%. By June 2018, we were able to ascertain that we had surpassed this goal, reaching 86% either Effective or Highly Effective. The overall average was a 2.87 in this competency.

In looking at other competencies, we have strong Effective/Highly Effective ratings throughout. Instead of looking at our schoolwide data, we are now focusing on the individual teachers whose ratings in the areas of 1a (Content and Pedagogy) and 1e (Designing Coherent Instruction) are below 3.0.

Over the past 3 years, our Professional Development has addressed improving teaching and learning by focusing on alignment and clarity. Each unit study, across grade teams and department teams, has been reviewed through the lens of alignment of objective, learning activity, assessment, essential question, etc.

Last year, we did a great deal of work in aligning our objectives, tasks/activities and assessments. This was laborious and time-intensive work to deeply analyze and ask questions about whether the work was aligned in reality, not just our planning, and how to develop best practices around this. The ELA team began to refrain from providing an objective for each class, asking instead, for ambassadors to jot down what they thought was the objective of the lesson. As time went on, our objectives and their interpretation of intended objectives became more in sync.

In addition to alignment, we want to ensure that assessment:

- is consistent (planning and executing the lesson so we don't run out of time for close/assessment)
- is used to drive instruction - what and how we score, turn around time, etc
- is used to provide feedback with clear next steps

As of June 2017, the ratings for 1e: Designing Coherent Instruction is is 65% Effective and 4% Highly Effective.

As of June 2018, the ratings for 1e: Designing Coherent Instruction is 85% Effective and 1% Highly Effective - surpassing the goal of 6% growth to achieve 17% growth!
As an admin team, we have noted that an Effective/Highly Effective rating in this competency is only feasible if everything else is in place. In the past, we have focused on goals of improving 3c: Engaging the Student as a Learner and 1e: Designing Coherent Instruction. We will continue to build upon this foundation for our new and existing teachers but we note that a focus on assessment is needed to ensure that data-driven instruction is happening in real-time on a daily basis.

As we go forward, we will continue to focus on ambassador learning by looking at student work, analyzing for mastery and/or misunderstandings, and planning to meet ambassador needs with CCLS-based lesson plans.

This work is aligned to our December 2015 Quality Review area of focus in 4.2: Engage in a structured professional collaboration on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. As a school, we are committed to constantly strengthening our knowledge base about our ambassadors and our best practices to continue to innovate and grow ambassador achievement.

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.

In 2018-2019, our goal is to increase the number of teachers who receive an overall Highly Effective rating in 1e: Designing Coherent Instruction from 1% to 10% as per the Advance dashboard. This continues our work in this competency. Our prior goals were dedicated to moving teachers from Developing to Effective, which we have successfully achieved. Now we are setting our sights on Highly Effective.

Effective planning practices can only be achieved if other elements such as: rigorous instruction, engagement, coherent instruction, are in place. This goal will be fostered through our work in developing student ownership in our lesson plans, which is the focus of our IF team (teachers who are leading this work) and IF groups (weekly planning meetings built into every teacher's schedule).
### 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 When 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>ELA Teachers</td>
<td>9/18- 6/19</td>
<td>Administration, Literacy Coach, Teachers</td>
</tr>
<tr>
<td>All Teachers</td>
<td>9/18-6/19</td>
<td>Administration, Literacy Coach, Teacher Teams</td>
</tr>
<tr>
<td>All Staff members</td>
<td>9/18-5/19</td>
<td>Administration, Literacy Coach, Teacher Facilitators</td>
</tr>
</tbody>
</table>

**Phase I**

Focus on ensuring alignment between standards, activities and assessments.

- **Phase II - Content Teams** delve into instructional practices to support ambassadors in productive struggle.

**Teachers will continue to collaborate on assessments, lesson plans, unit plans, etc. to ensure alignment to CCLS.**

- **Provide Professional Development** targeting the specific elements of the competency, focusing on one element during each marking period:
  - learning activities
  - instructional materials and resources
  - Instructional groups
  - Lesson and unit structure

**Teachers in the ICT model** will be able to focus student learning, ensure mastery, and adjust instruction to meet ambassador needs by creating CCLS aligned objectives that are aligned to exit tickets, pre/post assessments, and simulations and using that data to diagnose areas of ambassadors understanding and misunderstanding to inform upcoming instructional planning.
**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.

Teachers will present workshops and orientations throughout the year, beginning in September, to familiarize parents and families with the content and curriculum and share some of our learnings and work in cognitive engagement structures so that parents can extend some of these strategies at home.

**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.

Funding Skedula to support greater integration of multiple data sources including informal and formal classroom assessments, so staff can monitor data to drive instruction:

- Title 1 funds for a Literacy Coach
- Funds for Peer Collaborative Coach
- Part-time math coach to help support teachers
- Funds for targeted Professional Development and conferences to help support teacher practice

**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>
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<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
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**Part 5 – Progress Monitoring**

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

June 2018 - Review Advance dashboard for current status of competencies measured last year (1e) and current status

Sept 2018 - Communicate expectations for school-wide focus of 1e: Designing Coherent Instruction
Oct 2018 - Integrate focus on 1e into Learning Walk structure with timely and detailed feedback

Nov 2018 - At this time, 80% of staff should have been formally observed at least one time. Admin team will evaluate current status of 1e ratings to determine percentage between each level of the HEDI scale.

Nov 2018 - Election Day PD, teachers will work in content / grade teams to look at ambassador work to evaluate mastery level, ensure assessments are CCLS aligned, etc. and to analyze how our impact scheduling has affected ambassador work

Nov 2018 - Teacher teams will compare ambassador work products on identified standards from NYS Instructional Reports, etc

Dec 2018 - 2nd Learning Walk focused on 1e: Designing Coherent Instruction with feedback to observed teachers

Jan 2019 - Data Team will share out findings of most recent data sources to guide lesson planning, assessments in alignment with NYS ELA and Math test expectations

Feb 2019 - Admin team will convene to analyze current status of Teacher Ratings for 1e: Designing Coherent Instruction as evidenced by Advance dashboard.

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

| Advance dashboard - Domain 1, Competency 1e: Designing Coherent Instruction (observation and planning and preparation) |

**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>According to our 2017-2018 NYC School Survey, we exceeded our target and outperformed both District 11 and the city in each of the components of the Framework for Great Schools.</td>
</tr>
<tr>
<td></td>
<td>- Rigorous Instruction 4.81</td>
</tr>
<tr>
<td></td>
<td>- Collaborative Teachers 4.58</td>
</tr>
<tr>
<td></td>
<td>- Supportive Environment 4.18 (exceeding target but exact number has not been configured yet)</td>
</tr>
<tr>
<td></td>
<td>- Effective School Leadership 4.38</td>
</tr>
<tr>
<td></td>
<td>- Strong Family-Community Ties 4.03</td>
</tr>
<tr>
<td></td>
<td>- Trust 4.38</td>
</tr>
</tbody>
</table>

Although our NYC Survey results have always been very positive, we put tremendous work into building our instructional capacity, developing our ICT partnerships and content teams as collaborative and critical friends, etc. and our growth is evident in our scores for Rigorous Instruction, Collaborative Teachers and Effective School Leadership.

We have piloted several initiatives in last 2-3 years including developing Student Ownership, which is our Instructional Focus for this year, Brain research, learning pods, and more. Through our constant striving for innovation and improvement, we have honed for Guided Reading 10-10-10 initiative and we can see that this work, which grew out of professional development, reflection and collaboration, has directly improved ambassador fluency, reading level, endurance and comprehension.

Our Math team has refined our Math Exemplar protocol which supports ambassadors in developing critical thinking skills and perseverance in problem solving.

Our Science team works as critical friends in their weekly Lesson Plan Study where they collaboratively develop each aspect of a single lesson plan and then intervis to see the lesson plan taught. They then come back to reflect and share feedback about the strengths and next steps of the teaching and learning they observed.

All of this work speaks to our belief in developing teacher capacity, honing teacher knowledge and enabling teachers to self-direct their own learning.

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

By June 2019, we will increase the percentage of our boys of color with special needs by 10%, from 45% to 55%, who achieve a Level 2/3/4 as evidenced by a comparison from the NYS Math 2018 vs 2019 exams. In this work, we will shift the majority of our SWD boys of color from Level 1 to Level 2/3/4.

This focus on improving achievement for boys of color is in alignment with our district-wide focus on equity.
### 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>
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<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Staff Members</td>
<td>9/18-6/19</td>
<td>Assistant Principal Math Consultant Part-time Math Coaches Teacher Facilitators</td>
</tr>
</tbody>
</table>

In order to maximize the effectiveness of our ICT classrooms, we will devote ongoing professional development to various ICT strategies including:

- scripting lesson plans to plan role of each teacher
- maximizing teachers, resources, space, and time to best impact student achievement
- looking at ambassador work in Content Teams to decipher which instructional strategies produced most gains/mastery.

This work is not specific to Math teachers only as we understand that progress in ELA and reading fluency/comprehension and other content areas, will boost comprehension of sophisticated, multi-step word problems.

In an effort to meet all student needs, teachers will engage in ongoing professional development on modifying EngageNY tasks and assignments (process, content & product) to meet the individual needs of ambassadors based on their IEPs.

<table>
<thead>
<tr>
<th>All Math Staff Members</th>
<th>9/18-6/19</th>
<th>Assistant Principal Math Consultant Part-time Math Coaches Teacher Facilitators</th>
</tr>
</thead>
</table>

Special education teachers will receive one dedicated planning period per week to differentiate by modifying lesson plans as well as student learning activities to better meet special education students on their functional level.

<table>
<thead>
<tr>
<th>All Math SPED Staff Members</th>
<th>9/18-6/19</th>
<th>Assistant Principal Math Consultant Teachers</th>
</tr>
</thead>
</table>

All Math Teachers will utilize the second half of math double blocks as a formal structure for differentiation. This may be in the form of station teaching, re-teaching priority standards utilizing manipulatives, integrating technology and various other strategies to support ambassador’s progress within a unit of study.

<table>
<thead>
<tr>
<th>All Math Staff Members</th>
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<th>Assistant Principal Math Consultant Part-time Math Coaches</th>
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</thead>
</table>
Impact scheduling has been implemented as opportunity to staff to strategically co-plan how to deliver targeted instruction as well as allot time for designated teachers to push in/pull out targeted groups that they have planned for

### 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.

We will continue to update parents through the PupilPath app, which is synced with our schoolwide skedula gradebook. Additionally, our teacher teams are focused on initiating and maintaining contact in regards to the progress of our Special Education ambassadors. ICT Team teachers, mentors, SETSS provider,

### 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.

- Small group scheduling provides time for strategic co-planning for ICT teams, content teams, SETSS and ENL providers. Most importantly, the time is utilized for targeted small groups

- TL and Title I -- Part-time Math Coach will go into classrooms and provide feedback aligned to instruction, assessment and data analysis and next steps. Meet with teachers individually to ensure application of differentiation strategies and consistency across vertical and horizontal teams.

- Funds for professional learning books

- Funds for additional math materials

- Funding for Math Consultant Nicora Placa

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| X | 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.
June 2018, entire staff reviewed NYC Instructional Reports to determine strands where each grade performed relative to last year and in comparison to NYC percentages.

Summer / Sept / Oct 2018 (depending upon release of individual ambassador results) After analyzing the 2017 Math State exam for each grade, our Data Specialist will identify specific priority standards which the math team will ensure alignment to teacher-created units for grades 6-8.


October 2018 - teachers convened to look at Item Analysis to determine ambassadors’ mastery level of different grade level standards prior to teaching Units of Study. This work was utilized to revise teacher-created learning activities and assessments to better meet the individualized needs of ambassadors.

November 2018 - Analyze Units of Study, including pre and post assessments, to determine the alignment of the standards addressed by NYS Math exam

- language (Is assessment tailored to address multistep questions and multistep operations)
- depth / inclusion of math models and patterns
- identify and plan for misunderstandings
- identify and plan to address foundational gaps vs. unit specific content

Jan 2019 - ambassadors take Math Test Simulation II to assess their progress towards meeting target standards covered in the 1st half of the year. Adjust instruction for whole/small group as needed

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

| Math Test Simulation comparison I and II, class pre/post-assessments, OWMS created tasks, NYS Math 2018 |

**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.

Overall, we have an amazing attendance record. Our school-wide average is 94.3% (as per ATS 10/15/18) outperforming both New York City (90%) and District 11 (91%). We put a tremendous amount of planning and effort into ensuring that our ambassadors come to school every day and on time. This work starts with June planning when we build in theme and incentive days, trips, dances, etc around holidays, tests, and other attendance dips for the upcoming year. Right through the very last days of school, we have school-wide incentives like a Staff vs. Ambassador basketball game, school field days, and other end-of-year activities. All ambassadors and staff members who achieve 100% attendance throughout the year earn a free trip to Holiday Hills in June.

Despite this success, we know that we have a small but chronic problem with a select group of ambassadors. For those ambassadors who struggle, our Attendance Teacher Ms. Collymore, intervenes as a support liaison. His outreach includes:

- making phone calls home to inform them of the concern
- collaboratively developing Action Plans to address the concern
- sending home notes, flyers, recommendations
- making home visits as an intensive support for chronic absentees or Tiered Response cases

15% of NYC students in grades 1-8 miss 10% or more school days (as per everystudentpresent.org). This reduces students' ability to learn and succeed.

In Spring 2018, we implemented an Attendance Team, consisting of our veteran Attendance Teacher, Parent Coordinator, and administration, to address individual ambassadors who are "chronic absentees". A Focus Group of 25 ambassadors with 20+ absences was identified and given a personalized calendar so that they can track their own attendance and lateness data. There is a small and large incentive in place for those who achieve 100% for the week (bag of chips, snack) and 100% for the month (movie tickets, etc). This, in combination with outreach via phone calls and notes home, has proven to be an effective system in improving their attendance rates.

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.

At this point, we have 55+ ambassadors enrolled for 2018-2019 who have been pre-identified as "chronic absentees". The Attendance Team Focus Group will continue its efforts to improve attendance rates among this group. Our goal is to reduce this group of students by 50% as evidenced by our June 2019 tallies.
### Part 3a – Action Plan

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

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

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- Whole staff PD to communicate the urgency and import of this goal.
- Remind staff of the Tiered Response Protocol
- Taking accurate attendance each period
- Share and discuss common reasons students miss school to troubleshoot challenges and identify solutions
- .... transportation, health issues, frustration with school work, peer concerns, teen health and mental health, etc.

**Attendance Team** has piloted Calendar Intervention for those ambassadors who have 20+ absences.

- 6th - 7 ambassadors
- 7th - 8 ambassadors
- 8th - 10 ambassadors

Parent Coordinators works with ambassadors to self-monitor weekly and monthly attendance on personal calendars earning incentives for weekly (snack, etc) and monthly (movie ticket) perfect attendance

**Attendance Team** will have 2-prong approach

- **- continue work with 7th & 8th grade Focus Group**

    .... Parent Coordinator will host July workshop to discuss specific needs: High School Directory, Specialized High School preparation and testing, Regents preparation and testing, Attendance and Lateness expectations and concerns
- continue to troubleshoot incoming 6th grade Focus Group

.... Attendance Team has already identified and reached out to parents/families of incoming ambassadors

Parent and Home outreach will continue during Parent Engagement and absentee/lateness concerns will be communicated each week

Parent and Home outreach will continue during Parent Engagement and absentee/lateness concerns will be communicated each week

Monthly Coffee with the Principal to discuss parents’ concerns, suggestions, wonderings and gain their perspective on chronic absentee/lateness concerns.

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<thead>
<tr>
<th>Attendance</th>
<th>9/18-6/19</th>
<th>9/18-6/19</th>
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<tbody>
<tr>
<td>Administration</td>
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<td>Attendance Teacher</td>
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<td>Parent Coordinator</td>
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<td>Staff</td>
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<th>Attendance</th>
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<td>Principal</td>
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<td>APs</td>
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<td>Parent Coordinator</td>
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### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Parents receive OWMS communication through letters home, phone calls, School Messenger, throughout the year. In addition, parents are welcomed to school for Coffee with the Principal, SLT meetings, PTA meetings to receive continual and updated information about school initiatives such as Attendance awards and incentives.

Our School-wide Attendance rate and individual Ambassador Attendance Honorees will be noted in the Monthly School Calendar.

### 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.

- Škedula database for schoolwide staff communication and the PupilPath app that communicates information specific to individual students to parents and guardians
- Schoolwide Professional Development aligned to best practices around supporting attendance and promptness
- Workshops (beginning in July) to boost PupilPath awareness and usage regarding attendance, lateness, academics, etc
- Robo calls to keep families updates on school events and opportunities
- Every Student Present

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

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### Part 5 – Progress Monitoring
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<thead>
<tr>
<th><strong>Part 5a.</strong> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>July 2018 -</strong> Parent Coordinator is holding a workshop for all 7th and 8th grade Parents/Families to inform them of upcoming relevant topics including attendance and lateness expectations</td>
</tr>
<tr>
<td><strong>Sept 2018 -</strong> grade-wide forums to communicate expectations to ambassadors</td>
</tr>
<tr>
<td><strong>Sept 2018 -</strong> Focus Group ambassadors will create goals for themselves after reviewing data from their current year.</td>
</tr>
<tr>
<td><strong>Oct 2018 -</strong> In advance of our first report card, ambassadors will be reminded of their current attendance rates and how their attendance/lateness contributes to their academic standing</td>
</tr>
<tr>
<td><strong>Dec 2018 -</strong> communicate current standing regarding attendance/lateness rates for Focus Group ambassadors to determine who has been successful with this initiative and what other strategies we need to implement for those ambassadors who have not made progress. Survey ambassadors/families/staff for input going forward.</td>
</tr>
<tr>
<td><strong>Jan 2019 -</strong> ambassadors will reflect on the goals they created for themselves in the beginning of the year and compare them to the current attendance/lateness rates</td>
</tr>
<tr>
<td><strong>Continue outreach efforts through letters, calls, flyers, updated skedula/pupilpath records, robocalls</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Part 5b.</strong> Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individualized Attendance/Lateness Ambassador Calendars including Action Plan with ambassador-created SMART goal, incentives, positive and negative consequences, etc.</strong></td>
</tr>
</tbody>
</table>

| **Part 5c.** In **February 2019,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
### Section 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>Graphic organizers, RACE/REAL writing acronym, Book clubs, Check lists/reflections, Data sheets, 10-10-10</td>
<td>-Repeated readings, - Modeled strategies, -Conferences, -Discussion, -Self-reflection against rubric criteria, - Small Group</td>
<td>Small group, Whole/Small, Individualized (1:1), Tutoring, Class splits, Parallel teaching</td>
<td>During / After, During, During / After, During, During</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Problem Solving Strategies, Fluency, Unit Tasks (tiered), H.O.T. Higher order thinking questions, REGENTS Algebra</td>
<td>Software programs, Manipulatives, Varied methods of problem solving, Exemplar Problem of the Week</td>
<td>Small group, Individualized (1:1), Tutoring, Class splits, Parallel teaching</td>
<td>During / After, During, During / After, During, During</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Push-in services to assist with labs (hands on experiments and investigations), REGENTS Living Environment</td>
<td>Presentation, Game format reviews, Note-taking/Skeleton</td>
<td>Small group, Individualized (1:1), Tutoring</td>
<td>During / After, During, During / After</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>Socratic Seminars</strong></td>
<td><strong>Rubric</strong></td>
<td><strong>Small Group</strong></td>
<td><strong>During</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Debate Club</td>
<td>Note-taking</td>
<td>整组</td>
<td>After School</td>
</tr>
<tr>
<td></td>
<td>Young Historians</td>
<td>Research cycle-present findings</td>
<td></td>
<td>During</td>
</tr>
<tr>
<td></td>
<td>Group</td>
<td>Cornell Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-Directed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>REGENTS Global</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></th>
<th><strong>Counseling Services</strong></th>
<th><strong>Discussion</strong></th>
<th><strong>Small group / 1:1</strong></th>
<th><strong>During / After</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At-risk Services</strong></td>
<td></td>
<td>Conflict resolution</td>
<td></td>
<td>During</td>
</tr>
<tr>
<td><strong>Peer Mediation</strong></td>
<td></td>
<td>Perspective taking</td>
<td></td>
<td>During</td>
</tr>
<tr>
<td><strong>Montefiore</strong></td>
<td></td>
<td>Self-awareness</td>
<td></td>
<td>During</td>
</tr>
</tbody>
</table>

| **Coping strategies**                                                                        |                        | Small group        |             | During / Lunchtime |
|                                                                                             |                        | Small group / pairs|             |                   |
|                                                                                             |                        | Small group / 1:1  |             |                   |

| **Counseling Services**                                                                      |                        |                 |             |                   |
|                                                                                             |                        |                 |             |                   |
| **Counseling Services**                                                                      |                        |                 |             |                   |
|                                                                                             |                        |                 |             |                   |
| **At-risk Services**                                                                         |                        |                 |             |                   |
| **Peer Mediation**                                                                           |                        |                 |             |                   |
| **Montefiore**                                                                               |                        |                 |             |                   |
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: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

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

As of October 2018, we have 5 ambassadors living in shelters, 15 ambassadors doubled up, and 2 ambassadors in temporary (foster care) living arrangements. Historically, we know that the number varies from year to year and the number of ambassadors designated as STH declines throughout the year.

2. Please describe the services you are planning to provide to the STH population.
We are aware of and highly attuned to the personal needs of our STH ambassadors. We provide each of the following services and resources as befitting the needs of the specific child:

- providing uniform shirts, bookbags, notebooks, class supplies as needed.
- at-risk counseling with our Guidance Counselor
- relationships with numerous teachers who are familiar with proactive strategies for keeping children focused and positive.
- personal incentives, such as free books for one of our avid readers
- spending lunchtime and afterschool time with teachers
- collaboration with in-house Montefiore staff to address additional social, emotional, health and well-being concerns

As with all of our ambassadors, we strive to ensure that all of our ambassadors are "known" by numerous staff members. We strive to be aware of who our ambassadors are on various levels, and reach out to establish and maintain a supportive and positive relationship.

Part B: FOR NON-TITLE I SCHOOLS

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

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

**Part 1: Title I Status**

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.

- Hiring Fairs
- Collaboration NYC Teaching Fellows
- Networking Events
- Working closely with network HR point person to ensure teachers are HQT
- Frequent Learning Walks for all teachers using objective, non-inferential note taking
- Math consultant (Creative Consultants) that works with our staff on curriculum, assessments and questioning techniques. Recent focus on developing differentiated math tasks within each unit of CMP3 across each grade
- Danielson professional development and classroom visit feedback cycle (both documented observations and non-rated visits with email or verbal feedback
- Teacher feedback aligned to specific recommendations from prior observation or school-wide initiatives
- Class intervisitations focused on specific competency or domain
- Opportunities for different roles within the school community including instructional, extracurricular (debate, Young Historians)
- Weekly Common Planning sessions with Literacy Coach and/or Administration to plan with teachers
- Intervisitation periods for new teachers
- Coaching and support for both new and existing teachers

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).

Teachers are engaged in several forms of Professional Development both inside and out of our school including:

- Brain Power Wellness
- Elevate
- Ambassador Ownership
- Brain Research
- Consultant John Almarode: Cognitive, Emotional, Behavioral Engagement in Teaching and Learning
- Facing History (SS)
Consultant Nicora Placa (Math)
Consultant Irene Rogan - aligning school-wide efforts towards achievement
Every Second Matters (ESM) to bring urgency to our instruction
Framework competencies
Looking collaboratively at unit plans, assessments, ambassador work to refine our teaching and learning practices

Outside Professional Development sessions include work with ICPT, ELLs, Nest and ASD, Looking at specific competencies of the Danielson Framework for Teaching, in alignment with the Framework for Great Schools

Professional Development is on-going through weekly Monday PD session, September Opening days, Election Day, etc. This is in addition to our weekly Common Planning and Department planning sessions as grade content teams and our grade DWC (Developing Whole Child) sessions. Topics include:

- Looking at Ambassador Work: Surfacing the Gap
- Learning Walks Feedbacks: Trends, Patterns, and next steps
- Danielson’s competencies: 1e Designing Coherent Instruction, 3d Using Assessment in Instruction
- Every Second Matters (ESM) Initiative Phase II
- Differentiation: scaffolding work to meet the needs to diverse learners
- Nest ASD expectations
- Skedula / STARS
- New Teacher mentorships
- Identified areas of need including establishing grade-wide behavioral and academic norms, expectations and consequences
- Intervisitation between colleagues
- Article reviews, video and transcripts practicums

Part 3: TA Schools Only

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


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).


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.).

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.

The MOSL Committee consists of teacher volunteers reflective of each department within the school. Each member communicates the updated information to their individual teams to determine next steps.

As a team, we collaboratively reviewed both the NYCPT tests (ELA, math, social studies, science) and the Performance Series assessment (ELA, math) to determine the pros and cons of each and settle on a final recommendation. As a school, we will utilize the NYCPT for both ELA and Math. Social Studies will be aligned with the ELA test for MOSL purposes and Science will be aligned with Math.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Place an (X) in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$277,573.00</td>
<td>X</td>
<td>Goals 5A, 5B, 5D, 5E: Parts 3a, 3b and 4</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,466,388.00</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Explanation/Background:

1 Explanation/Background:

2018-19 CEP
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-65S requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities...
funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. One World Middle School at Edenwald, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>One World Middle School at Edenwald will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

Parental Involvement and School Quality

The school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

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

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

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

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

● host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the ESSA;
Schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

### Encouraging School-Level Parental Involvement

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

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

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

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

- sharing teacher emails during Back to School night and other "welcome back" school letters
- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
• arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
• planning activities for parents during the school year, e.g., Parent-Teacher Conferences; Open House for prospective students,

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities

• monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
• ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
• check and assist my child in completing homework tasks, when necessary;
• read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
• set limits to the amount of time my child watches television or plays video games;
• promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
● encourage my child to follow school rules and regulations and discuss this Compact with my child;

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

● participate, as appropriate, in the decisions relating to my child’s education;

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

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

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

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

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

● always try my best to learn.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADERS 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

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<tr>
<th>District</th>
<th>borough</th>
<th>School Number</th>
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<tbody>
<tr>
<td>11</td>
<td>Bronx</td>
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School Name: One World Middle School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
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<tr>
<td>Patricia Wynne</td>
<td>Deirdre Hogan &amp; Kameca Waugh-G</td>
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<tr>
<th>Coach</th>
<th>School Counselor</th>
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<tr>
<td>Suada Paljevic</td>
<td>Lorna Akabogu</td>
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<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
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<tr>
<td>Miriam Bustos</td>
<td>Nanjean Gonzalez</td>
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<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
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<tr>
<td>Rose Capezuti/ Special Ed</td>
<td>Rose Capezuti</td>
<td>Meisha Ross-Porter</td>
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<th>Teacher/Subject Area</th>
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<td>TBD</td>
<td>Rose Capezuti</td>
<td>Lisa Grant Lynch</td>
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<th>Related-Service Provider</th>
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<td>Rose Capezuti</td>
<td>Lillian Raimundi Ortiz, ELL Ser</td>
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<th>Superintendent</th>
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<tr>
<td>Meisha Ross-Porter</td>
<td>Caterina DiTillio, ELL Services</td>
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C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
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<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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D. Student Demographics
**Total number of students in school (excluding pre-K)** 342  
**Total number of ELLs** 22  
**ELLs as share of total student population (%)** 6.43%

### Part II: ELL Demographics

#### A. ELL Programs

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

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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.

### Bilingual Program Breakdown

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### Part III: Assessment Analysis

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

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

We currently utilize the following programs to identify our ENL students' baseline lexile levels; Fountas & Pinnell, iReady (Reading & Math), Qualitative Reading Inventory-5, Word Identification and Spelling Test (WIST). Students receive a diagnostic exam in September when they arrive at One World. The iReady assessment is then used as a benchmark assessment throughout the school year consistently tracking student’s lexile growth since the diagnostic exam was administered in the beginning of the year. The iReady diagnostic assess the students phonological awareness, phonics, high-frequency words, vocabulary, comprehension of literature, comprehension of informational text and lexile performance. English Language Arts teachers also assess all ENL students at last 3 times of school year to monitor reading levels with Fountas & Pinnell running records. If an ENL student has shown no or limited progress on either the iReady assessment or Fountas & Pinnell running records they are assessed with the Qualitative Reading Inventory-5 and/or the Word Identification and Spelling Test (WIST) to
2. What structures do you have in place to support this effort?

If an ENL student has shown limited or no progress on either the iReady assessment or Fountas & Pinnell running records, they are assessed with the Qualitative Reading Inventory-5 and/or the Word Identification and Spelling Test (WIST) to assess and formulate what is limiting progress. This is one of the structures we have put in place to address demonstrated need. Another structure is all levels, progress and results are shared on a Google drive document so all teachers have access to this information to guide their instruction. All data is analyzed by the data team then discussed amongst the teachers who teach each class/students. All formative data is shared on a Google drive document and discussed during a common planning meeting after the data team has analyzed the assessment, questions, responses and scores. Then the teachers discuss a plan for each student depending on their progress, no progress, small group differentiation instruction and/or a re-teach lesson.

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?

The programs for ENL students are evaluated on a cyclical basis throughout the school year. Student data for all periodic assessments are reviewed by our ENL teacher Ms. Bustos and the appropriate grade level team. In these meetings, teachers work collaboratively to track student’s lexile levels from iReady and Fountas & Pinnell to build goals for students to meet during the following assessment cycle. A plan is then developed to address what strategies will be put in place to support these student’s learning within ENL and all content areas.

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

All summative data is shared on a Google drive document and discussed during a common planning meeting after the data team analyzes the assessments, questions, responses and scores. Then the teachers discuss a plan for each student depending on their progress, no progress, small group differentiation instruction and/or a re-teach lesson.

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.]

Parents are informed by the ENL Coordinator/Provider during an individualized parent meeting. All parents are given the Ell’s Brochure, view the Parent Orientation Video and fill out the program Selection form. During this parent meeting the parent is informed of all options including the Response to Intervention within 45 days.

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

While many students are performing in the advance range on the NYSESLAT (Approximately 81.72%, 18 out of 22 students of the total ENL population), many of these students are not meeting grade level standards according to the 2016 state exams. Four out of eight (50%) students whom tested made progress on the 2015-2016 ELA State Exam. Although only two students performed on a level 3 (25%), four (50%) students performed on a level 2 and three (37.5%) students performed on a level 1. On the 2015-2016 Math State Exam 6 out of 8 students made progress, 3 (37.5%) students performed at a level 1, 6 (75%) students performed at a level 2 and 1 (12.5%) student performed at a level 4.

The ELL Data Analysis Tool (EDAT) allowed us to target sub groups like high risk students, SIFE and long-term ELLs for small group differentiated instruction and other interventions.

Once the 2017 state exams and NYSELAT data become available, we will be able to provide more accurate trends on this population for the upcoming school year. The data patterns across performance levels on the NYSESLAT show that 81.72% of our ENL students are at the Expanding level, which means they have shown progress in mastering the English language and 18.16% are below the Expanding level. Also the performance levels of the NYSTELL show 4 out of 22 (18.16%) ENL students have been in the United States less than 2 years and are performing at the entering proficiency level or emerging proficiency levels.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

All assessment data is analyzed by the data team first to find common threads between all classes on the same grade, by standard and by genre. Then the teachers analyze the data with their department to discuss the findings and formulate next steps for the class, grade, subgroup and/or individual students. The data creates different structures of how the teacher(s) will revise their instructions going forward with scaffolding, discussions, differentiation, re-teach lessons and etc. for ENL students.

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.
   At One World Middle School we have a free-standing ENL program. In August of the upcoming school year, ENL students are placed in the 01 sections (601, 701, 801) of each grade and travel as a class throughout the day (block). The class within itself is heterogeneous. The ENL provider integrates during Social Studies or ELA and/or has Stand Alone periods during non-ELA, Math, Science, Social Studies or Gym periods depending on the Language Proficiency Level (90-360 minutes).

b. TBE program. *If applicable.*
   Paste response to questions here:

c. DL program. *If applicable.*
   Paste response to questions here:

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 all ENL students are fully served, in September all ENL students are identified thru the RLAT report. After identification of incoming ENL students and existing ENL students, we identify the amount of services needed (90-360 minutes) and then group students by the amount of mandated minutes whether integrated and/or stand alone periods. In addition, we look at NYESELAT scores, state scores and our baseline assessments to determine the level of instruction needed per ENL student to create an individualized plan.

One World Middle School ensures the mandated number of instructional minutes according to the students proficiency levels by integrating into content areas like Social Studies and ELA. As well as creating Stand Alone periods by proficiency levels and/or by grade in a small differentiated groups. Its ensured by a specific scheduled created by the ENL Coordinator/Provider and approved by administration to ensure the mandated number of instructional minutes as well as programming it into STARS.

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.

Content areas are supported for ENL students by the ENL teacher integrating into Social Studies and/or ELA periods to assist in the content area. This ensures students are receiving assistance during content areas. Common Core learning standards are being meet by the instruction of the content area teacher and the ENL provider providing language strategies. Students use dictionaries, thesauruses, and translators during lessons to assist in the understanding of their native language into the English language. Some methods which are used for the ENL students are visuals, modeling, sentence stems, word banks, extended
discussions, shelter English, extended time, scaffolding and assisting background knowledge. All of these methods and strategies are aligned with the common core learning standards because they assist the students to achieve their daily task and yearly goals. The following strategies, instructional approaches and methods below are used to deliver content in our program to develop comprehension of the language and content while following the Common Core Standards.

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

   We used a trial Renaissance Learning program that we are going to implement in the upcoming school year. ELL’s are evaluated throughout the year by observations, quarterly ELA and Math Assessments on iReady, subject unit assessments.

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** - We are beginning Collaborative Strategic Reading during the next school year 2016-2017. All of the below is used if needed and targeted assistance depending on the needs of the students. Graphic Organizers, various leveled tasks, sentence starters, small group instruction, word banks, front loading, wait time, role playing, discussions, Wilson Reading Program, turn and talks, pair up with a buddy, after-school ENL program, text and vocabulary given in their native language.

   **Newcomer** – IPAD apps that translates for students into their home language, graphic organizers, on-line books, audio books, small group instruction, one to one instruction, visuals, wait time, Just Words, Fundations, pair up with a buddy, after-school ENL program, text and vocabulary given in their native language.

   **Developing** -- All of the above if needed and targeted assistance depending on the needs of the students. Graphic organizers, various leveled tasks, sentence starters, small group instruction, word banks, front loading, wait time, role playing, discussions, Wilson Reading Program and after-school ENL program.

   **Long Term** – All of the above if needed and targeted assistance depending on the needs of the students. Various leveled tasks, differentiated tasks, leveled texts, Collaborative Strategic Reading, Wilson Reading Program, after-school ENL program and on-line practice programs (MYON reading, IXL, Khan Academy).

   **Former ELLs (Commanding)** – various leveled tasks, differentiated tasks, leveled texts, on-line practice programs (MYON reading, IXL, Khan Academy), pair up with a buddy (SIFE or New Comer) to assist with their learning.

   Differentiated instruction for all ENL students whether SIFE, Newcomers, Developing, Long term or Former ELL’s up to two years after exiting ELL status include scaffolding, graphic organizers, visuals, front loading, vocabulary, prior knowledge, small groups, one to one, and peer partnering. The level and intensity of the differentiation are more extreme or less depending on which proficiency level they are currently performing.

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?**

   iReady, teacher created curriculum, grade leveled novels, Myon Reading, IXL, Khan Academy, News ELA, leveled text, and use of Academic Vocabulary Tool kit by Dr. Kate Kinsella will be utilized throughout the year within small groups, word walls and during instructional time. All teachers read students I.E.P’s at One World Middle School and therefore teachers know the needs of each student with an I.E.P. For example, teachers know its required for students with extended time to receive it even during a class assessment and not only during state exams. Teachers are provided professional development and a Google drive folder with ENL strategies, research and information throughout the school year. The ENL provider is also given common planning periods with the ELA and Social Studies content teachers to plan, which instructional strategies they would implement for each lesson.
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?

Teachers read student’s I.E.P’s during professional development time and must sign off that they have read it. The time is allotted so all teachers know and understand the individualized education plan for each student’s needs. Students are placed in specific sections by their needs on their I.E.P’s.

The ENL Coordinator, Ms. Bustos creates and shares a Google drive document with each ENL student’s academic, behavioral and personal information, to provide background information on each student to assist with assessing, planning and getting to know each student.

8. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The Balanced Literacy approach is used during the ENL and ELA instructional time in order to develop literacy and language skills through a number of activities. Standards based instructional materials are provided to all of our ENL students to ensure literacy and language development. Instructional materials are provided on different reading levels. Glossaries and dictionaries are provided in the native language as well as instructional and trade books to support lessons.

ENL teachers employ Interdisciplinary Teaching to integrate subject matter from two or more disciplines such as English and Social Studies, often using themes. Academic language is formally taught and continuously practiced in the instruction of all content areas during the literacy block for the understanding of grammar, syntax, and language mechanics as well as exemplified in research and textbooks. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate to clearly enunciate; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students’ background knowledge and experiences as stated in ENL Standard 5. Scaffolding support is contingent, collaborative and interactive. ENL teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

The use of technology continues to strengthen the academic rigor already present in the classroom. Audio enhancement is employed by teachers in classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers’ planning and used in the classroom. Also, an Inquiry Team is in place and has been formed to examine data and implement best practices based on research to a select group of ENL students.

Ongoing assessment is designed and implemented to collect evidence of students’ learning and/or needs. Results drive instruction. The first formal ENL assessment is the Periodic Assessment based on preset criteria, and is a measure of English language proficiency. The New York City ELA and Math Simulations are administered during the school year to all students, including ENL students, in grade 6, 7 and 8. The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ENL entitlement. These three assessments are unique to our ENL students population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ENL students generally score lower than Intermediate ENL students, and Intermediate ENL students score lower than Advanced ENL students. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary.

The disparity in levels of proficiency between listening-speaking and reading-writing are reduced as our instructional methods are effectively implemented. This effort provides students with additional instruction opportunities to meet academic
standards. Lastly, in order to develop the whole child, various interest clubs are offered to all our students on a rotating basis during the school day. In addition, Service Learning Projects, Education through Music, Generation On, Young Historians, College and Historical Expeditions and After-school Sports Clubs.

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

10. If you had a bilingual program, what was the reason you closed it?
We never had a bilingual program at One World Middle School.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All programs are offered to all children. Some programs include: Integrated Algebra, Urban Advantage, basketball, debate, orchestra, Math club, dance, tech team, Young Historians, College and Historical Expeditions to name a few. In 2015-2016 school year the ENL students created a One World Middle School Soccer Team which was held on Saturdays from 8am - 9am before their Saturday program. ENL students are highly encouraged to join the Young Historians weekly on Thursdays as a way to gain prior knowledge of New York City's historical sites, exposure, increase social skills with non ENL students and etc.

In the next school year the following will be offered specifically for ELL's.
We also offer students many supports as they transition to High School as well. Students engage in a variety of different college and career readiness activities. Students participate in advisory classes where they are paired with adult mentors that facilitate discussion regarding the transition from middle to high schools. Students engage in lessons on organizational structures, goal setting, academic study skills, future careers, college requirements/options and perseverance and persistence etc. We discuss and show the ENL students, which High Schools have an ENL students program which would work for them. For the past two years, New World High School gave a presentation to our ENL students about the program they have at their school and how they meet the ENL students needs in order to prepare them to be accepted and attend college. This past year New World High School provided One World Middle School ENL students a tour of their facility and discussed their opportunities. We also have a day when former graduates volunteer to speak to One World Middle School students (including ENL students) about the expectations and requirement of a High School student.

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.
Leveled books, News ELA, World Savvy classroom, My On Reading, Google Classroom, Khan Academy, IXL, IPAD apps. All materials are used in small group, one to one and in whole class setting in content areas with all subgroups; All materials assist students to move performance based on their individual need and proficiency level.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered through IPAD apps that translate for student to their home language and back to English. Students also are provide content glossaries, Oxford Picture Dictionary, dictionaries and thesaurus' in their native languages as a support.

14. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Use research based information, check in with network support attend professional development and continue to refresh on teacher education courses.

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?
One World Middle School shares the school building with two other public middle schools. The other two ENL Coordinators and myself discuss new ideas, strategies and what we currently teaching very often.

The following materials are used;
Leveled books, News ELA, World Savvy classroom, MyOn Reading, Google Classroom, Khan Academy, IXL, IPAD apps. All
materials are used in small group, one to one and in whole class setting in content areas with all subgroups; All materials assist students to move performance based on their individual need. All teachers collaborate and discuss new and revise ideas.

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).

Scaffolded summer content areas packets with scaffolded components are provided for all grades based on the upcoming grade curriculum. A welcome assembly from the school counselor, Mrs. Akabogu and parent coordinator, Mrs. Lynch are provided before entering One World Middle School as well as one in September to welcome incoming students. In addition a student mentor is introduced to the new students to show them around our school community. If an ENL student is enrolled during the school year the ENL Coordinator, Ms. Bustos and an ENL student will show the new entry ENL student around the school grounds and explains how One World Middle School operates on a daily basis and all the events we participate in as a school.

17. What language electives are offered to ELLs? The language elective is offered to the school as a whole including the ENL students is Sign language.

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

   Paste response to question here: NA

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?

Ms. Bustos, ENL Coordinator /Provider, has been actively engaged in professional development courses specifically designed for ENL personnel throughout the school year. These professional development courses have been offered to our school from The Division of English Language Learners & Student Support and District 11. Additionally, Caterina Di Tillio, ELL Services administrator and Lillian Raimundi-Ortiz, ELL Services Coordinator have provided walk through at One World Middle School and monthly ENL Liaison Meetings.

Ms. Bustos, ENL Professional Development
2017-2016
2016-2015
2014-2015

Workshops in content areas for staff;
Ms. Bustos our ENL teacher, has been actively engaged in professional development courses specifically designed for ELL personnel throughout the school year. These professional development courses have been offered to our school from District 11 and the Development on the News & Opportunities for Educators of ELL’s site. Also ENL professional developments are provided during Professional Development Days assigned by the chancellor. All Professional Developments are aligned with Common Core Learning Standards.
2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

As noted above, Ms. Bustos our ENL Coordinator and Provider, has been actively engaged in professional development courses specifically designed for ELL personnel throughout the school year. These professional development courses have been offered to our school from the Bronx Field Support Center and the Division of English Language Learners & Student Support. Ms. Bustos has received support from the ELL Services Coordinator, Lillian Raimundi-Ortiz and the ELL Services Administrator, Caterina Di Tillio both from the Bronx Field Support Center throughout the school year. In order to meet the training requirements for all teachers, Ms. Bustos turns keys major instructional strategies to all staff so that they can better support the ENL population in their core subjects using language skills.

All professional development is recorded in each teacher’s monthly log of assistance. Each teacher must turn in their monthly log of assistance to ensure they have meet their required hours.

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?

Parents and families are invited to ELL workshop each Fall. At this workshop, the components and expectations for our freestanding ENL program are introduced and explained. Additionally, individualized parent meetings are set up where parents/guardians will meet with the ENL Coordinator/provider, Ms. Bustos to review their Spring NYSES LAT results and create an action plan to support the ambassador in making gains both in their ENL program and in their content area classes. This work is in addition to any and all mandated DOE parent-teacher conferences and orientation meetings.

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

Our ENL parental involvement is reflective of our overall school population. The majority of our parents are involved, receptive and eager to learn about their child’s progress. In some rare cases, there was difficulty in reaching parents. This was due to disconnected phone numbers or inaccurate mailing addresses, not a language barrier. ENL parent involvement is strong at One World Middle School. Parents are willing to attend meetings with teachers and assist in the needs of their child when necessary. The Parent Coordinator, Mrs. Lynch includes ENL parents by inviting them to meetings and school invites with letters home in their own language. All school letters are sent home in the families native language.

Additional Information

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

Paste response here:
**Part V: ELL Identification Attestation**

**Principal Certification**

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s **ELL Policy and Reference Guide**, I, **Patricia Wynne**, 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.
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>Patricia Wynne</td>
<td>Principal</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Deirdre Hogan</td>
<td>Assistant Principal</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Lisa Lynch</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Miriam Bustos</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Nanjean Gonzalez</td>
<td>Parent</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Rose Capezuti</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Suada Paljevic</td>
<td>Coach</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Lorna Akabogu</td>
<td>School Counselor</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Meisha Ross- Porter</td>
<td>Superintendent</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td>Caterina Di Tillio</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>06/14/17</td>
</tr>
<tr>
<td></td>
<td>ELL Services Administrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kam Waugh Gordon</td>
<td>Other Assistant Principal</td>
<td></td>
<td>06/14/17</td>
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<tr>
<td>Eliza Vega</td>
<td>Other ELA Teacher</td>
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<td>6/14/17</td>
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<tr>
<td>Lillian Raimundi-Ortiz</td>
<td>Other ELL Services Coordinator</td>
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<td>6/14/17</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 11x529  School Name: One World Middle School at Edenwald  Superintendent: Maria Lopez

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>Mirriam</td>
<td>Bustos</td>
<td>ENL Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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

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

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

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

As a school community, we conduct assessment needs to Language and Translation/Interpretation services using varied methodologies. Specifically, we utilize the Home Language Survey, review necessary written communication to parents generated through our ESL Department, the school Guidance Department and correspondence from the Testing and Assessment Committee. Correspondence includes, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conferences and Parent Workshops.

We conducted our oral interpretation needs assessment by compiling statistics provided by our Home Language Survey for all new ELLs as well as conversations generated from our Parent Orientation meetings held in September. Our Parent Coordinator prepares and distributes a survey, in addition to conversations both in person and via telephone, with parents and guardians. Our classroom teachers communicate to ELL Department which parents are non English speakers and need oral interpretation regarding their students. All of this data is compiled.
with our office data including our blue emergency contact cards, any written/verbal requests from parents or guardians, and ATS reports.

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>Parent's preferred languages for both written and oral communication includes Spanish and French. Based on the data of our 2015-16 ambassadors, our register comprises a total of 18 ELL ambassadors. Of this group of 18 students, 72% have a Spanish-speaking background, 11% Akan, and 5.5% Teluga, Dutch and French respectively. The parents and guardians with an Akan, Teluga and Dutch language background have indicated a preference for English language communication at this point. Of course, we ensure that parents and guardians are reminded of the opportunity for translation and interpretation services during both formal and informal home-school interactions, including Back to School night, parent teacher conferences, etc. At the present time, we have many teachers who speak Spanish. Hence, parents are sent written correspondences and provided oral communication in their language. In addition to Spanish, we currently have teachers who speak the following languages: Albanian and French. In addition, our Parent Coordinator contacts the Translation and Interpretation Unit when necessary. The community is informed of their rights to translation services via posting at the entrance to our building in eight languages advising parents on how they can receive further information, support and rights to translation services, as well as the Guide to NYC Public Schools. In addition, parents are orally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.</td>
<td>English</td>
<td>100% English</td>
<td>English</td>
<td>English 100%</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.

<table>
<thead>
<tr>
<th>Language</th>
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<tbody>
<tr>
<td>Akan</td>
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</table>

**Part B: Communications Calendar & Language Services**

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is an abundance of documents sent home including: emergency blue cards, media releases, permission slips for field trips, behavioral and academic expectations for classrooms, schoolwide uniform expectations, newsletters, calendars, open school nights, parent-teacher conferences, SONYC after-school information, extracurricular notices, testing dates and expectations, school curriculum information, etc.</td>
<td>Sept 2017 - admission docs and annual paperwork, school calendar</td>
<td>All school documents are produced in English and translated into Spanish immediately.</td>
</tr>
<tr>
<td>We have support staff, office personnel and teachers who contribute to the written translation of correspondence for Spanish speaking parents/guardians. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence.</td>
<td>Oct 2017 - PTC info and Nov-June 2018 - as produced</td>
<td>NYCDOE documents are printed in all relevant languages: school forms, immunizations, trip forms, etc.</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>
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<tbody>
<tr>
<td>Face-to-face meetings include open school night, musical and dance</td>
<td>Ongoing throughout the year</td>
<td>Teachers serve as translators</td>
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<tr>
<td>performances, parent-teacher conferences, curriculum nights, PTA meetings,</td>
<td>Sept - school calendar, admission and updating paperwork, etc</td>
<td>Parents/Families invited to bring relative/neighbor to serve as</td>
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<tr>
<td>SLT meetings, awards ceremonies, etc. Additionally, there are frequent</td>
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<td>translator</td>
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<td>parent-teacher meetings for individual ambassadors, outside of the</td>
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<td>Utilize translation services</td>
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<td>schoolwide PTC, that have been scheduled to address an identified need or</td>
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<td>concern by either a teacher or parent. Our weekly Parent Engagement</td>
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<tr>
<td>session might include phone calls or emails home or set meetings with</td>
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<tr>
<td>parents.</td>
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<td>This fall, we will host a workshop specifically addressing our ELL</td>
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<tr>
<td>ambassadors and their families. During this workshop, we will share the</td>
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<tr>
<td>Spring 2015 NYSESLAT scores as well as our action plan for the upcoming</td>
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<tr>
<td>school year.</td>
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<tr>
<td>In alignment with NYCDOE, our parent-teacher conferences are held in</td>
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<tr>
<td>November, March and May. Parent engagement sessions are held weekly each</td>
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<tr>
<td>Tuesday afternoon.</td>
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<tr>
<td>Individualized parent-teacher meetings are scheduled to meet parent needs</td>
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<tr>
<td>- possibly before or after school or during a prep period.</td>
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<tr>
<td>Musical and dance performances are held in December, February, May and</td>
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<tr>
<td>June.</td>
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<tr>
<td>PTA and SLT meetings are held on a regular monthly basis and the dates are</td>
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<tr>
<td>communicated via a newsletters from our Parent Coordinator to our entire</td>
<td></td>
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<tr>
<td>school community.</td>
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<tr>
<td>Open School Night is held in September.</td>
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<tr>
<td>Curriculum Nights and State Testing Expos are held in the Winter/Spring.</td>
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<td>The attendance teacher is highly proactive in monitoring student absences</td>
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<td>and latenesses and conducts home visits as needed in order to ascertain</td>
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<td>any challenges, offer solutions, convey the urgency of school attendance,</td>
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<td>and follow up to ensure the individual ambassador comes to school</td>
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<td>regularly and on time.</td>
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<tr>
<td>Our guidance counselor reaches out to parents for numerous reasons. She</td>
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<td>is our liaison for our NEST ASD program, facilitates the orientation</td>
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<td>for incoming 6th grade ambassadors, works individually with 8th grade</td>
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<td>ambassadors in attending high school fairs, completing high school</td>
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<td>applications and placement. She also reaches out to parents when</td>
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<td>ambassadors require her support in conflict resolution with peers as well</td>
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<td>as individualized counseling.</td>
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</table>
Our school places a high value on a strong home-school connection so there is a strong and consistent outreach to parents and families to communicate progress in school. We are consistently working to maintain and enhance this practice.

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

School Messenger, direct emails/texts parents/families

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.

ENL Coordinator updates staff via internal school email as well as during staff wide PDS as needed to turnkey information on a staff-wide or departmental level.

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.)

We will collect to post the NYCDOE information specific to ELL ambassadors and their families. In addition to these posters and visuals, our office personnel and Parent Coordinator have been trained in outreach to our ELL families to ensure that there is clear and continuous communication in their language of choice.

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?

In our continual effort to grow our best practices, we will survey our ELL parents and families to determine which of our multi-faceted approaches has been the most beneficial for their needs. This will be conducted during an ELL parent and family workshop where parents will have the opportunity to meet with varied school staff as well the ELL instructor, Ms. Bustos, who will provide detailed information on our freestanding ESL program. As she informs parents about the ELA and ESL instructional strategies and content she will cover with their children, they will become more familiar with the program, its expectations and how they can support their children at home.

We will utilize this data to enhance our current ELL strategies in order to best meet the needs of our ELL ambassadors and their families.
As noted earlier in this document, our ELL workshop in the fall of 2015, will serve as an opportunity to share the Spring 2015 NYSESLAT scores as well as our action plan for the upcoming school year.

Simultaneously, we will foster a developing relationship with our incoming 6th grade families while strengthening the existing relationship with our current 7th and 8th grade ambassador families.

One of our goals is to have our ELL parents develop a network amongst themselves where they can share some of the solutions and best practices they have developed in supporting their child, as well as a strong foundation on which to grow our home-school connection.