2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 05M046
School Name: P.S. 046 ARTHUR TAPPAN
Principal: KERRY ANN HAZELL
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## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>Arthur Tappan School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN)</td>
<td>05M046</td>
</tr>
<tr>
<td>BEDS Code</td>
<td>310500010046</td>
</tr>
<tr>
<td>Grades Served</td>
<td>Pre-K - 8</td>
</tr>
<tr>
<td>School Address</td>
<td>2987 8th Avenue, New York, NY 10039</td>
</tr>
<tr>
<td>Phone Number</td>
<td>212-360-1519</td>
</tr>
<tr>
<td>Fax</td>
<td>212-360-1610</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Kerry-Ann Hazel</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:KHazell@schools.nyc.gov">KHazell@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Kerry-Ann Hazel</td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Jamila Abdulrashid</td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>Tasha Akins</td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>Joanne Gardner</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson)</td>
<td>Mary Frances Booker</td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>Reynaldo Urena</td>
</tr>
<tr>
<td></td>
<td>TBD</td>
</tr>
<tr>
<td>CBO Representative</td>
<td>Theodore Allen</td>
</tr>
</tbody>
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### District Information

<table>
<thead>
<tr>
<th>Geographical District</th>
<th>§</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Danika Rux</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td>123 Morningside Drive, Unit 2, Room 235, New York NY 10027</td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:DRux@schools.nyc.gov">DRux@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>(212) 222-1395</td>
</tr>
<tr>
<td>Fax</td>
<td>(212) 316-0451</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Manhattan Field Support</th>
<th>Executive Director:</th>
<th>YuetChu</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC:</td>
<td>Executive Director’s Office Address:</td>
<td>333 7th Avenue 8th Floor, New York, NY 10001</td>
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<tr>
<td></td>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:YChu@schools.nyc.gov">YChu@schools.nyc.gov</a></td>
</tr>
<tr>
<td></td>
<td>Phone Number:</td>
<td>646-470-0721</td>
</tr>
<tr>
<td></td>
<td>Fax:</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 School Comprehensive Educational Plan (SCEP) 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 SCEP, 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>Kerry-Ann Hazell/Courtney Jones</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Joanne Gardner</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tasha Akins</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Shakena Jones</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Mary Frances Booker</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Reynaldo Urena</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>
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<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>Theodore Allen</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Tamica Francis</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Mikel Bertini Cividanes</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>----------------------</td>
</tr>
<tr>
<td>Andre Lawrence</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Ernestine Singleton</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Calvin Jones</td>
<td>Member/ Parent</td>
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<tr>
<td>Ezelvia Benjamin</td>
<td>Member/ Parent</td>
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<td>Jamila Abdul rashid</td>
<td>Member/ Teacher</td>
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<tr>
<td>Yvonne Almestica</td>
<td>Member/ Parent</td>
<td></td>
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<td>Monica Hughes</td>
<td>Member/Parent</td>
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<tr>
<td>Erick McNeill</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Tina Salley</td>
<td>Member/Parent</td>
<td></td>
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<td></td>
<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP 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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 (5) 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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td>Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.</td>
</tr>
</tbody>
</table>

### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 2017-18 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. Structures 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 SCEP, 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 SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** 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 7:** 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: SCEP Overview

1. What is your school’s mission statement?

Here at PS/MS 46 - The Arthur Tappa School, our goal is to provide our students with a world-class education. We believe strongly in well-rounded curricula, which go beyond academics and promote the development of the whole child. We work to seamlessly integrate and support each child’s social-emotional, physical, and academic needs into everything we do. We believe that in a physically and emotionally safe environment, our students can meet and exceed our high expectations for them.

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 partnerships have widened, focusing on our school’s goals of meeting the social-emotional needs, as well as the academic needs, the physical needs, and the artistic needs of our students and families. Our partners include the Morningside Center, Positive Behaviors Interventions and Supports (PBIS), Urban Advantage (UA) Science Initiatives for Elementary and Middle Schools (Grades 3-8), Youth Touch Robotics, Sports and Arts Foundation, CHAMPS for Elementary and Middle School students, Middle School College Access for All, Reading Rescue (for identified at-risk students in Grade 1), and the Lang Lang Foundation continues to support our Piano Lab.

We continue to focus on STEM-based learning opportunities: coding for students in Grades 3 to 8; Lego Robotics in Grades 5 to 8; and after-school enrichment in Coding for Grades 4 and 5. In the upcoming school year, our departmentalized math teachers in Grades 5 through 8 are part of the Algebra for All Cohort 2. In addition, all of our teachers and departmentalized writing teachers in Grades Kindergarten to Grade 8 will participate in the Teachers College Writing Initiative. Our elementary school students in Grades Kindergarten to 5 will have after-school enrichment opportunities with the programming offered through the 21st Century Community School grant. Through the grant, students in Grades Kindergarten to Grades 2 will be offered wellness options to support our mental health needs.

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

Increasingly, we have a small population of approximately less than 1% of our student body with mental health concerns. We are working with our external partners, Harlem Renaissance Clinic and Columbia Presbyterian Hospital, to provide more supports to address those students and their families' well-being, as well as their peers who witness some of the exhibited behaviors. Second Steps and Restorative Practices not only support students in terms of character development, but also address students' basic psychological needs.

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.

Our school is adopting the Optimal Learning Framework. One of the three Domains is Create Emotionally, Intellectually, and Physical Safe Environments. From that Domain, we have been working on and continue to work on Positive Relationships that are Kind, Caring, and Respectful and Focus on Effort, Supported Risk-taking, and Growth. We have calibrated our community’s behavioral expectations around conduct, manner of communication, respectful interactions, and dress code. Putting supports such as the Second Steps character education curriculum, Positive Behavior Interventions and Supports (PBIS), and 4Rs--Reading, Writing, Respect, and Resolution--helped our school community to establish a more Supportive Environment.

Through our work with Lesson Study, our Collaborative Teachers continue to embed the standards into our curricula; refine their practice to meet the needs of our students through targeted classroom instruction; and actively participate in their Grade and Department Team meetings.

We are working towards meeting the needs of our students from information gleaned from our school's assessment data. We are improving our teachers' pedagogy by improving upon their developing, analyzing, and implementing
information from summative and formative assessments. In this way, we can improve upon teaching and learning by providing more Rigorous Instruction for all students.
### School Demographics and Accountability Snapshot for 05M046

#### School Configuration (2018-19)
- **Grade Configuration**: 0K,01,02,03,04,05,06,07,08,SE
- **Total Enrollment (2017-18)**: 661
- **SIG Recipient (Y/N)**: No

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

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 81
- **# SETSS (ELA)**: 44
- **# Integrated Collaborative Teaching (ELA)**: 59

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

#### School Composition (2017-18)
- **% Title I Population**: 94.0%
- **% Attendance Rate**: 99.6%
- **% Free Lunch**: 92.7%
- **% Reduced Lunch**: 0.9%
- **% Limited English Proficient**: 10.4%
- **% Students with Disabilities**: 39.8%

#### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native**: 0.5%
- **% Black or African American**: 43.7%
- **% Hispanic or Latino**: 48.7%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.6%
- **% White**: 8.8%
- **% Multi-Racial**: 1.2%

#### Personnel (2015-16)
- **Years Principal Assigned to School (2018-19)**: 3.16
- **# of Assistant Principals (2016-17)**: 4
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification**: 8%
- **% Teaching with Fewer Than 3 Years of Experience**: 22%
- **Average Teacher Absences (2014-15)**: 7

#### Student Performance for Elementary and Middle Schools (2017-18)
- **ELA Performance at levels 3 & 4**: 24.6%
- **Mathematics Performance at levels 3 & 4**: 16.5%
- **Science Performance at levels 3 & 4**: 61%
- **Science Performance at levels 3 & 4 (4th Grade)**: 9%

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

#### Overall NYSED Accountability Status (2018-19)
- **Reward**: No Recognition
- **In Good Standing**: No Local Assistance Plan
- **Focus District**: Yes Focus School Identified by a Focus District
- **Priority School**: No Focus Subgroups
- **SWD, Black, ED**: Yes

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

##### Elementary/Middle School

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<tr>
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##### High School

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<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
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<td>Students with Disabilities</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>NO</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
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<tr>
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</tr>
</tbody>
</table>

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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 3 Statement of Practice</td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.</td>
</tr>
<tr>
<td>3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.</td>
</tr>
<tr>
<td>3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.</td>
</tr>
<tr>
<td>3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

On the 2016-2017 Quality Review, our rating in QR Indicator 1.1 (Curriculum) was Proficient. Our teachers worked and continue to work to align and pace each grade’s English Language Arts and Math curricula to the Common Core Learning Standards. (Further alignment will continue with the adoption of the new standards.) Additionally, our school community aligned the Focus and Power Standards, designated as such from standards that our students were under-performing on from the 2016 June Instructional Reports, to their units of study. Based on the Automate the System (ATS) report entitled Report Academic Student Performance (RASP), there was an overall student performance improvement in the testing grades (3 to 8) with a 18.64% decrease of students in Level 1 in English Language Arts and a decrease of 32.8% in Level 1 students in mathematics from the 2015-2016 school year to the 2016-2017 school year.

However, in QR Indicators 1.2 (Pedagogy) and 1.3 (Leveraging Resources), our ratings were Developing. Through weekly Grade and/or Department Team meetings, Lesson Study has been leveraged to increase pedagogy and pedagogical decision-making. With departmentalization, in the upcoming school year, of Grades 1 to 5, there will be a weekly department meetings across grade bands, K-2, 3-5, and 6-8, in the following areas: Reading, Writing, Mathematics, Science, and Social Studies.
Our students' responses on the 2017-2018 Learning Environment Survey spoke to their lack of challenging work in their classrooms. Our instruction will be enriched utilizing Karen Hess' Rigor Matrices for Reading, Writing, Math, Science, Social Studies, and so on. Varying our tasks to challenge our high-performing, approaching standards, and at-risk students will support students' access to rigorous instruction.

Additionally, our assessment focus will be geared towards summative student assessment. Teachers will utilize a data tracking template in Reading, Writing, Mathematics, Science, and Social Studies for each student to track his or her progress toward subject-area mastery in real-instructional-time. Analysis of student data will allow teachers to make adjustments to their pedagogy. Lesson Study will help support teachers in instructional adjustments, as well as targeted professional development offered through consultants.

### 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, 25% of our students in Grades 4-8, performing at a Level 1, will make gains to a Level 2 on the New York State English Language Arts Exams.
## Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</td>
</tr>
<tr>
<td><strong>Target Group(s)</strong></td>
</tr>
<tr>
<td><strong>Who will be targeted?</strong></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
</tr>
<tr>
<td><strong>What is the start and end date?</strong></td>
</tr>
<tr>
<td><strong>Key Personnel</strong></td>
</tr>
<tr>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
<tr>
<td>Embed and focus on the Power and Focus Standards, which our students are not performing well on, in curriculum, unit, and lesson plans</td>
</tr>
<tr>
<td>Utilize diagnostics and data dives from templates to adjust our curricular, unit, and lesson plans based on identified students needs</td>
</tr>
<tr>
<td>Continue to use our Lesson Study during our Grade and/or Department Team meetings to foster collaborative practices through the use of peer feedback on student work products, student assessment, and teacher's delivery of instruction</td>
</tr>
<tr>
<td>Ongoing feedback through Student Data Talks and Teacher Data Talks by the Administrative Team to teachers and students, using data, conference notes, assessments from observations, and focused walk-throughs; Using formative and summative student trends, specific groups of students will be identified for Response to Intervention</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.

Parents will have opportunities to attend monthly department-level workshops which will explain the content, standards, and/or expectations for their child(ren).

### 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.

We will maximize our weekly scheduled Grade and/or Department Team meetings, as well as utilize consultants to provide professional supports. The Administrative Team's feedback will work to support continued teacher improvement.

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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019 25% of our level one students will make gains on constructive responses by using the data from benchmark assessment. By November 2018, by January 2019, March 2019, and June 2019, we will review our summative and formative assessment data to adjust our curricular, unit, and lesson plans to meet students' needs, in the content areas, across Pre-Kindergarten to Grade 8. We revisited our unit assessments to improve the rigor by aligning them to the Karen Hess' Cognitive Rigor Matrix for Reading, Writing, Math, Science, and Social Studies.

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

We will review the data sets from summative and formative assessments to make curricular, unit, and lesson plan adjustments.

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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Over the course of two years, our school community has shown improvements in the element of Supportive Environment. As stated above, our learning environment normed expectations around conduct. From the Framework for Great Schools, in the element of Trust, there has been a 0.79 improvement in the rating score for the 2016-2017 school year from the 2015-2016 school year. This was also reflected in our school's 2016-2017 Quality Review, in which the Component 1.4 (Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults) was rated Well Developed. Based on the New York City Department of Education Online Occurrences Reporting System (OORS), there has been a 15% drop in the number of school-wide infractions from 2015-2016 to 2016-2017. This, we can attribute to a holistic approach to progressive discipline. Adults and students learn strategies for self-regulating and appropriate decision-making from their work with Second Steps, 4Rs--Reading, Writing, Respect, and Resolution, and Positive Behavior Inventions and Supports (PBIS).

Based on the School Quality Guide, the school will continue to target classroom behaviors. Student responses, according to the School Quality Guide in the area of Classroom Behavior, indicated a 60% positive score in the 2016-2017 school year. Our target was 45% of our students will treat each other with respect. Based on our results, there was a 50% improvement over last year’s, we will continue to address this component in our school community.
Students and classes of students will be incentivized to be better citizens of our school community through PBIS and the PBIS Shop called the Tiger’s Den.

PBIS will be a school-wide program for all students in Grades Kindergarten to 8 this school year. Last year, it was piloted in Grades 3 through 5. Students will earn points when they demonstrate characteristics from our PBIS ROAR--Respect, Organization, Accountability, and Responsibility--matrix. The CAAS system and its individual photo identification cards will track students’ points, as well as attendance.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, there will be a 25% increase in our students’ response to the Learning Environment Question: "Most students at this school treat each other with respect."
Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, Students</td>
<td>Ongoing, September 2018 - June 2019</td>
<td>Administrative Team, 3rd and 4th Grade Teacher Teams</td>
</tr>
<tr>
<td>Teachers, Students</td>
<td>Ongoing, September 2018 - June 2019</td>
<td>Administrative Team, Grade Team Leaders, Grade Team</td>
</tr>
<tr>
<td>Teachers, Students</td>
<td>Daily, September 2018 - June 2019</td>
<td>Administrative Team, Grade Teacher Teams</td>
</tr>
<tr>
<td>Staff, Students, Parents</td>
<td>Weekly, Monthly, September 2018 - June 2019</td>
<td>Administrative Team, Deans, Grade Team Leaders, Harlem Renaissance Clinic, SMILE Dental, Sports and Arts Foundation (SASF), Columbia-Presbyterian Hospital Child Psychologist</td>
</tr>
<tr>
<td>Students, Parents</td>
<td>Daily, September 2018 - June 2019</td>
<td>Administrative Team, Sports and Arts Foundation, Teachers</td>
</tr>
</tbody>
</table>

Improve teacher pedagogy for social-emotional learning through the 4Rs grant from Fordham University and the Morningside Center in Grades 3 and 4

Continuation of the Second Steps Character Education curriculum in Grades Pre-K through 8

Implement PBIS school-wide

Parent Workshops, Family Engagement Tuesdays, and/or Assemblies around Attendance, Academic Recognition, Most Improved, Respect for All, Cyber/Bullying, Peer Mediation, Conflict Resolution, Code of Conduct, PBIS, Second Steps

Enrichment opportunities after school for students in Grades Kindergarten to 8

We continue to work with the Harlem Renaissance Clinic, SMILE Dental, Sports and Arts Foundation (SASF), and Columbia-Presbyterian Hospital Child Psychologist to offer health and wellness services to students and their families.

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.

We continue to work with the Harlem Renaissance Clinic, SMILE Dental, Sports and Arts Foundation (SASF), and Columbia-Presbyterian Hospital Child Psychologist to offer health and wellness services to students and their families.
Our staff continue to offer workshops to parents to help us all meet our academic and social-emotional obligations to our children.

Part 4 – Budget and Resource Alignment

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

The Administrative Team, two Deans, SASF, PBIS Committee, Harlem Renaissance Clinic, SMILE Dental, and Columbia-Presbyterian Hospital Child Psychologist, Second Steps curriculum, parent involvement, and discipline school-wide will support this goal.

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>
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<th>Title I TA</th>
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<td></td>
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</tbody>
</table>

Part 5 – Progress Monitoring

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

By November 2018, January 2019, March 2019, and May 2019, the Online Occurrences Reporting Systems (OORS) and PBIS tracker will be used as indicators of progress, as well as areas for improvement. The reduction of Level 3 and Level 4 infractions during the above described time frames will serve as measures of progress.

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

We will utilize New York City Department of Education’s Online Occurrences Reporting Systems (OORS) data gleaned from the Office of Safety and Youth Development, as well as our Positive Behaviors Interventions and Supports (PBIS) tracker; in addition to our Parent Coordinator Activity Reports to measure and assess progress.

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

**Section 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. Alignment to DTSDE Statements of Practice**

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

**Part 1b. Needs/Areas of Focus:**

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

The development of rigorous instructional practices will continue to be leveraged through our Department Team and/or Grade Team Lesson Study work. The delivery of instruction is framed around the Workshop Model. We continue to work to improve teacher pedagogy, which is aligned to this model in order to meet our students’ needs.

In the 2016-2017 Quality Review, Indicator 4.2 (Teacher Teams) was rated Developing. We will utilize the Student Work Protocol and the New Teacher Center (NTC) pedagogical tools to support Lesson Study work. Grades in the elementary school, from 1 to 5, will be departmentalized. Teachers will be responsible for delivering instruction in Reading, Writing, Social Studies, Math, and Science to classes of students on each grade.

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, 100% of our Department Teams will meet weekly and enter their meeting agendas into Google documents. The focus of the meetings will be to engage in strengthening teachers' practice by; having them participate in Department Team Lesson Study, which will continue to help us rigorously embed our identified standards from the New York State English Language Arts (ELA) and Math Exams into our Reading, Writing, Math, Science, Social Studies, and Arts curricula and unit and lesson plans. Additionally, we will continue to utilize the Workshop Model to deliver these differentiated approaches to teaching and learning.
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., average/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
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<tbody>
<tr>
<td>Teachers</td>
<td>Ongoing, September 2018 - June 2019</td>
<td>Administrative Team</td>
</tr>
<tr>
<td>Teachers</td>
<td>Ongoing, September 2018 - June 2019</td>
<td>Administrative Team, Grade Team Leaders, Department Team, Grade Team</td>
</tr>
<tr>
<td>Teachers</td>
<td>Ongoing, September 2018 - June 2019</td>
<td>Administrative Team, Grade Team Leaders, Department Team, Grade Team</td>
</tr>
<tr>
<td>Teachers</td>
<td>Ongoing, September 2018 - June 2019</td>
<td>Administrative Teams, Department Team, Grade Team Leaders</td>
</tr>
</tbody>
</table>

After observations, classroom visits, and targeted walk-throughs, the Administrative Teams will give feedback and next steps for the improvement of teacher practice.

Department Teams will collaborate and modify curricula resources to ensure that they are CCLS-aligned and meeting students' needs through continued Lesson Study.

The Department and/or Grade Teams will utilize state testing examples to develop test questions that closely mirror the standards.

Staff will attend PD opportunities that will enhance their pedagogy and turn-key the resources and information to their colleagues during common planning, Monday, and/or Tuesday Professional time.

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.

Department and/or Grade Teams will schedule monthly parent workshops to support parents understanding of the academic and social-emotional development of their child(ren).

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.

We will utilize our consultants to support data dives, the Coaches, Department Teams, and Grade Team Leaders to develop our curricular, unit, and lesson plans, as well as our assessments.

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 | [] | P/F Set-aside | [] | 21st Century | [] | C4E |
### Part 5 – Progress Monitoring

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

By February 2019, fifteen weeks of Department team meeting agendas will be uploaded into Google Share, with a focus on lesson study cycle, inquiry work, team goals and objectives, using assessment to drive instruction, curriculum planning, and scope and sequence.

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

- Teacher-created standards-aligned benchmarks, summative assessment templates, performance-based and portfolio-based assessments, and state assessments will be used to track student progress.

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

Section 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. (Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 2 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable,</td>
<td>X</td>
</tr>
<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision</td>
<td></td>
</tr>
<tr>
<td>inclusive of core values that address the priorities outlined in the School Comprehensive</td>
<td></td>
</tr>
<tr>
<td>Educational Plan (SCEP).</td>
<td></td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td>X</td>
</tr>
<tr>
<td>resources.</td>
<td></td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual</td>
<td>X</td>
</tr>
<tr>
<td>Professional Performance Review (APPR) to conduct targeted and frequent observation and</td>
<td></td>
</tr>
<tr>
<td>track progress of teacher practices based on student data and feedback.</td>
<td></td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
<td>X</td>
</tr>
<tr>
<td>critical individual and school-wide practices as defined in the SCEP (student achievement,</td>
<td></td>
</tr>
<tr>
<td>curriculum and teacher practices; leadership development; community/family engagement;</td>
<td></td>
</tr>
<tr>
<td>and student social and emotional developmental health).</td>
<td></td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

Based on the 2016-2017 Quality Review, a Well-Developed was received on Indicator 1.4 (Positive Learning Environment) and Indicators 1.3 (Leveraging Resources) and 4.1 (Teacher Support and Supervision) were Proficient. Using the Optimal Learning Environment (OLE) framework, the Administrative Team’s has been working to improve positive relationships between adults and children, focused on supported risk-taking, and risk-free environments, which are components of the first domain (Create Emotionally, Intellectually, and Physically Safe Environments).

Simultaneously, we have been working to build our pedagogues’ repertoire of instructional strategies. We have now begun to vigorously engage in the other two areas of the OLE framework: responsive curricula and meeting the needs of diverse learners. We are leveraging summative assessments and departmentalization as means to meet individual and groups of students’ needs in order to strengthen their access to the curricula and the standards.

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the Administrative Team will facilitate 30 Professional learning opportunities for staff which will take place either Mondays or during Department team meetings. The focus will be on Lesson Study among each of the Department and/or Grade Teams that ensure that data is utilized to drive instruction and refine our standards-driven curricular, unit, and lesson plans.
**Part 3a – Action Plan**

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

| Grade Team Leaders attend bi-/monthly meetings with the Administrative Team to discuss and implement school-wide policies. |
| Grade Team Leaders | Monthly, September 2018 - June 2019 | The Administrative Team, the Instructional Cabinet, Department Teams |

| Department Teams and/or Grade Team Leaders actively participate in Lesson Study; the Administrative Team will attend Department and/or Grade Team meetings to support the implementation of Lesson Study. |
| Department Team, Grade Team Leaders, Teachers | Monthly, Tuesdays, September 2018 - June 2019 | Administrative Team, Department Teams, Grade Team Leaders, Teachers |

| Department and/or Grade Teams will work to deliver lessons and assessments using the standards and students' needs. |
| Grade Team Leaders | Ongoing, September 2018 - June 2019 | Administrative Team, Grade Team Leaders, Department Teams |

| Teams will work to analyze our assessment data so that we can provide targeted instruction to meet our students' needs. |
| Administrative Team, Grade Teams | Ongoing, September 2018 - June 2019 | Administrative Teams, Grade Team Leaders, Grade Teams, Department Teams |

**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.

Using data derived from various assessments, the Instructional Cabinet will provide parental workshops at the School Leadership Team meetings, as well as the Parent Association meetings, to inform families about the school's short-term goals.

**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 weekly common planning schedules, Monday and/or Tuesday professional development times, the consultants, as well as the Administrative Team will support pedagogical improvements.

**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 | || P/F Set-aside | || 21st Century | || C4E |
|--|---------|--|-------------|---|-------------|---|-------------|---|-------------|---|-------|
|   | Title I 1003(a) |   | Title III |   | PTA Funded |   | SIG Grant |   | School Achievement Funding |   | 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.

By February 2019, each department team along with administration will go through three lesson study cycles which includes creating a problem of practice, looking at student work, creating a lesson plan together, implementing the lesson and providing feedback. By February 2019 administration will have facilitated a six week cycle teacher based interest group.

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

Summative and formative data sets and feedback from Advance will be used to measure the progress of this goal.

**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.

(Aligned to DTSDE Tenet 6: Family and Community Engagement)

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### Part 1 – Needs Assessment

#### Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>X</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>X</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>X</td>
</tr>
</tbody>
</table>

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and 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 Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, 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.

More than 50% of our families in our school community attended Parent-Teacher Conferences, graduation, and moving up ceremonies, based on our Parent Coordinator Activity Reports. Based on the strong turn-out for these events, in the upcoming school year, the Administrative and Grade Teams will create more opportunities for celebratory events, such as publishing parties, seasonally-themed events, Family Fridays, as well as parent academic workshops.

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### 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will increase opportunities for parent involvement in school activities by 30% through the creation of hosting one monthly parent workshop per grade to support academic support in ELA and/or Math at home to their child; as well as host celebratory events, such as First Fridays and publishing parties that showcase our learning.
environment and student's progress. Additionally, workshops will be provided to families to support social-emotional responsiveness.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., average/under-credited, SIFE, STH). | Parents, Students | September 2018 - June 2019 | Administrative Team, Grade Team Leaders, Deans, Attendance Team, Parent Coordinator, Parent Association, SASF |

Host Family Days, parent workshops in ELA and Math, Open Houses, Family Engagement Tuesdays to discuss progress, Parent-Teacher Conferences, and parent workshops

Write a monthly newsletter, The Tappan Times - Parent Edition, to inform families of happenings in and around the school community; Communicate via phone messenger and letters/newsletters/fliers/notices backpacked home, in English, Spanish, and other identified languages

Utilize school's website to showcase, advertise parent workshop offerings and events

Fundraise to provide incentives for different student programs and PBIS within the school community

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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.

Sports and Arts Foundation (SASF), through the 21st Century grant and the Middle School Initiative, will provide after-school enrichment opportunities for our students in Grades Kindergarten to 8. Harlem Renaissance Clinic, Columbia-Presbyterian Hospital Child Psychologist, SMILE Dental, and CHAMPS Track and Field will support students' physical and mental health needs.

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**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.
Family Engagement Tuesdays, Title I, and fundraised monies will be used to support parent programs in the school community.

**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>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
<th>Title I 1003(a)</th>
<th>Title III</th>
<th>PTA Funded</th>
<th>SIG Grant</th>
<th>School Achievement Funding</th>
<th>Other</th>
</tr>
</thead>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, each grade will have hosted five family events, additionally their will be a 15% increase monthly on parents attending publishing celebrations.

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

We will measure our progress using the Parent Coordinator Activity Reports, lower incidents of OORS reports, and attendance improvement.

**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 <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Recommendations based on anecdotal observation of student learning by classroom teachers of students performing at Level 1 or 2 in ELA and/or unit assessments</td>
<td>Intervention and ELL-supported materials in the Ready Gen and Code Xcurricula Reading Rescue After-school for Grades K-8 by SASF</td>
<td>One-on-one Small-group instruction RtiTier II</td>
<td>During the school day After-school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Recommendations based on anecdotal observations of student learning by classroom teachers of students performing at Level 1 or 2 Math and/or unit assessments</td>
<td>Intervention and ELL-supported materials in the GO Math, Big Ideas Math, and CMP3 curricula Math Navigator After-school for Grades K-8 by SASF</td>
<td>One-on-one Small-group instruction RtiTier II</td>
<td>During the school day After-school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Recommendations based on anecdotal observations of student learning by classroom teachers of</td>
<td>Intervention and ELL-supported materials in the Science Scope and Sequence</td>
<td>One-on-one Small-group instruction</td>
<td>During the school day After-school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Recommendations based on anecdotal observations of student learning by classroom teachers of students performing at Level 1 or 2 on unit assessments</td>
<td>Intervention and ELL-supported materials in the Social Studies Scope and Sequence</td>
<td>One-on-one small-group instruction</td>
<td>During the school day After-school</td>
</tr>
</tbody>
</table>

<p>| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Recommendations based on anecdotal observations of student behaviors and peer interactions by classroom teachers | Crisis Team Guidance Counselor and/or Social Worker SAPIS Worker Mental Health Partner (Columbia-Presbyterian Hospital Morgan Stanley Children’s Hospital) On-site clinic (Harlem Renaissance Health Clinic) Second Steps Character Education curriculum Grades K-8 | Small Group Individual Push-In Pull-Out | During the school day After-school |</p>
<table>
<thead>
<tr>
<th>Positive Behaviors</th>
<th>Interventions and</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and</td>
<td>Social-emotional</td>
<td>support offered</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)

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


**Part A: FOR TITLE I SCHOOLS**

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

   | 100 |

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

   Every child, who enters our learning community, is made to feel welcomed. To transition them into our school's culture, they get our uniforms and school supplies. Additionally, we provide the parent(s) with support by having them enroll in our school-based clinic, Harlem Renaissance Health Clinic. At-risk services are provided by members of our Guidance Team.

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

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

   | N/A |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: Title I Program Information

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

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Schoolwide Program (SWP)</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.

By the end of the previous school year, we started actively recruiting certified, licensed teachers to work with our students. We partnered with the Office of Teacher Recruitment in May and June 2017 to develop our interviewing processes, which included a rubric for selecting great candidates. Teachers in our school work in their license area, as well as in departments that showcase their content knowledge. New teachers are assigned a mentor teacher and will be given the opportunity to meet monthly as a new teacher team with administration. Administration along with teachers will have the opportunity to attend Professional Development outside of the school building. Teachers will meet weekly with their Department teams. Feedback from observations will be timely and include specific next steps.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Through a grant, from the New Teacher Center (NTC), carefully selected veteran staff will work closely with our eight new teachers. This is a two-year program geared to support our first and second year teachers. Through low-inference observations of their practice by their mentors, our teachers will get constructive feedback to improve their pedagogy. New teachers will also work with a veteran pedagogue, outside of their assigned NTC mentor. The Administrative Team will also meet with our new teachers once a month.

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/information, early intervention services, etc.).

We provide workshops to our Pre-Kindergarten parents and the parents of children who will be attending our Kindergarten program, by facilitating an Open House and workshops on the application process and transitioning to the next grade. Prior to the start of the school year, the last week in August, we contact incoming parents and students for a Meet and Greet to discuss expectations. Teachers in Pre-K and Kindergarten have the opportunity to work together and collaborate with one another about the curriculum throughout the school year. During the turning five evaluations a Kindergarten teacher will be present. We continue to foster a closer relationship with the local nursery program, Children's Village, by affording opportunities for future students and their parents to visit our school.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The Instructional cabinet will meet Monthly to make school-wide decisions, which include exploring curriculum, choosing assessments and creating school wide professional development opportunities. Each grade team will use the inquiry cycle focusing in on four students from the grade for six weeks. Additionally the instructional cabinet will examine exit slips teachers fill out after Professional Development opportunities in order to revise professional development objectives. Through feedback and next steps using the Danielson Framework from the Administrative Team, teachers will look more closely at formative and summative data to inform their instructional practice. On an ongoing basis, the Administrative Team will hold Teacher and Student Data Talks to discuss the evidence of their instructional assessment data and their impact on student outcomes.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount Indicate the amount contributed to</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section</th>
</tr>
</thead>
</table>

2018-19 SCEP-FL
<table>
<thead>
<tr>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigorous Instruction 4b, Collaborative Instruction 4b, Effective School Leadership 4b, Strong Family and Community Ties 4b</td>
<td></td>
</tr>
<tr>
<td>Rigorous Instruction 4b, Collaborative Instruction 4b, Effective School Leadership 4b</td>
<td></td>
</tr>
<tr>
<td>Rigorous Instruction 4b, Collaborative Instruction 4b, Effective School Leadership 4b</td>
<td></td>
</tr>
<tr>
<td>Rigorous Instruction 4b, Collaborative Instruction 4b, Effective School Leadership 4b</td>
<td></td>
</tr>
<tr>
<td>Rigorous Instruction 4b, Collaborative Instruction 4b, Effective School Leadership 4b</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:
• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

• **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, including Title I 1003(g) SIG or SIF funds:** 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. P.S./M.S. 46 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>The Arthur Tappan School - PS/MS 46 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; and

- 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)

The Arthur Tappan School - PS/MS 46, 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 Elementary and Secondary Act.

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences.
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; and

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent for the Every Student Succeeds Act (ESSA) and Title I programs.

II. Parent/Guardian Responsibilities

Parental/Guardian responsibilities are as follows:

- 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; and

● 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

Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

Our goal is to enrich the learning opportunities of our elementary school students in Grades Kindergarten to Grade 5. the specific focus is to provide experiences that improve their social-emotional and physical development.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2018, 92% of our participating students will attend the program full-time, which will positively impact the school's attendance to 92%.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):
How will achieving your Community School Goal(s)—in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

The program is meant to provide richer extra-curricular experiences for students who are traditionally school-dependent. By providing our families with after-school academic supports, field trips, and a variety of physical activities, our elementary students will have more well-rounded experiences before Middle School.

**Part 2 – Community School Partnerships Core Services Action Plan**

**Part 2a.** Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports and Arts Foundation (SASF)</td>
<td>300</td>
<td>Academic and Wellness programs</td>
<td>92% Attendance</td>
</tr>
</tbody>
</table>

**Part 3 – Budget and Resource Alignment**

**Part 3a.** Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Because the Sports and Arts Foundation (SASF) is a part of our Middle School Initiative, the Director is already involved with our school community. Using that leverage and those inter-personal relationships, the Director is positioned to further support our Elementary School students and their families.

**Part 3b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>X</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Part 3c.** Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

Our Sports and Arts Foundation (SASF) Director is a member of the school's School Leadership Team for the past two years because SASF has been the Middle School Initiative provider. The Director and the Principal meets bi-monthly to set goals and address concerns. The Director facilitates programming during the lunch periods for Grades 6 to 8. The SASF Team has built interpersonal relationships with our families and are often involved in parent meetings.

Part 4 – Community School Partnerships Oversight

Part 4a. Key Staff and Partners
1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)
2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.
3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

The Director of SASF has worked to be a conduit in the participation of other community-based organizations' efforts to support our school community.

Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Funding to support Guidance Counselors could have been included to support the mental health and wellness component. Additionally funds could have been scheduled for other certification areas, such as Secretaries, to support the processing of payroll.

Part 4c. Timeline for implementation and completion, including start and end dates.

Our program began October 2017 and will end June 2018.

Part 4d. Mental Health Work Plan

Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.
Title III Supplemental Program for ELLs for the 2018-19 SY

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Part A: School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School: ________</td>
</tr>
<tr>
<td>This school is (check one):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Direct Instruction Supplemental Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>The direct instruction component of the program will consist of (check all that apply):</td>
</tr>
<tr>
<td>Before school</td>
</tr>
<tr>
<td>Total # of ELLs to be served: ________</td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
</tr>
<tr>
<td>K</td>
</tr>
</tbody>
</table>
Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: _____
# of certified ESL/Bilingual teachers: _____
# of content area teachers: _____

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

Begin description here: _____

After School Programs

The instruction of our after school program will concentrate on supporting the academic language in the content areas through the use of technology. Additionally, we will leverage students’ peer-peer conversations, problem solving skills, fluency and academic vocabulary development to improve their proficiency in the Speaking using ESL methodologies within literacy. The program will be open to MS students, with a targeted outreach for those students who did not meet necessary gains on the 2017-2018 NYSESLAT exam. The program will be taught by our ESL teacher, with students in the Middle School. The program will take place Wednesday through Friday from 2:30pm to 4:30pm and will run from October to May totaling 83 sessions. Target class size is 30 students.

Materials will include ELA readers, Oxford Picture Dictionaries, as well as access to the app Fluent U via iPads previously purchased.

ESL students enrolled in the after-school program will enjoy further academic supports through the purchase of added supplies and materials with Title III allocated funds. The use of Starfall will allow our students a more interactive, computer-based supplemental program, while the Reading Horizons curriculum provides a more traditional, targeted supplement.

Any materials purchased with Title III funds will be used solely for the purpose of the program. Any additional monies needed to implement the program will be used from other funding sources.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.
- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

Professional Development and support for School Staff

In order to best support our ESL students, we will implement a robust professional development program to ensure our teachers and staff have the skills to service ESL students and families of all competencies and backgrounds. Our aim is to both use the knowledge that is within the building and provide opportunities for off-site development. Our school administration and ESL
Part C: Professional Development

Team will work closely with district personnel to ensure that all trainings meet city and state compliance requirements.

To help train staff in practical strategies to support our ESL students, our ESL teachers will be conducting 8 Lunch and Learn workshops over the course of the year. These workshops will begin in October and run through May. The duration of each workshop will be 45 minutes and will cover actionable strategies that can be implanted immediately to support ESL students. This discussion will be centered on the book “Fifty Strategies for Teaching English Language Learners.” Our school began work on this book last year.

Further professional development will help train teachers in becoming more sensitive to the cultural and educational needs of our English language learners and to encourage our students to embrace multiculturalism. This professional development will center on the Scholastic Multiculturalism in the Classroom curriculum available via the Scholastic website.

Additionally, in a continuation of professional development from previous years, our ESL teachers will attend the district sponsored interdisciplinary unit planning professional development series that runs from November to May. This series culminates in a multi-cultural celebration and presentation of collaboratively planned units and projects.

Materials:
We will use the book “Fifty Strategies for Teaching English Language Learners” by Adrienne Herrell.

ESL teachers will highlight strategies and chapters during monthly Lunch and Learns. We will assess the effectiveness of the PD by observing improved classroom practices and student scores of in-house and state assessments.

Part D: Parental Engagement Activities

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

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

Begin description here: _______

At PS/MS 46 we recognize and embrace the necessity of parent and community support. It is this recognition of the importance of parental involvement to the overall development and academic progress of our students that drives our ESL program. Just as challenging curriculum or engaging teachers can spur authentic learning for our students, parents/guardians undoubtedly represent an essential part of a student’s everyday learning. With an open door policy, continued articulation, and parental support, PS/MS 46 will meet the demands of our ESL instructional program.

Based on information gathered from our parent organizations, workshops will be developed to meet the needs of our ELL parents. Workshops will be geared to the specific needs requested by parents. With the support of our parent coordinator, data is collected from parents with regards to what workshops and trainings parents would like to see at our school, such as health related topics, ESL classes, how to assist children at home with homework, and how to foster the use of native language use at home in order to improve their English language skills. To increase
Part D: Parental Engagement Activities

Attendance and participation, hot food will be provided during the meetings and raffles will be held. Translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. School policy is that the school’s Parent Association and Parent Coordinator are always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the fall on November 15th and the Spring on March 14th. The Fall workshop will focus on ENL standards, program requirements, and school expectations. The Spring workshop will largely discuss state examinations. Both workshops will take place during mandated parental outreach time, during Family Tuesdays. Refreshments will be served for parents.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>(schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Travel</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Other</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>TOTAL</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Manhattan</td>
<td>46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arthur Tappan School</td>
</tr>
</tbody>
</table>

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 ELL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Kerry-Ann Hazell</td>
<td>Mr. Miguel Negron</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>School Counsellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cassondra Easterling</td>
<td>Ms. Yasmin Villar</td>
<td>Ms. Sonika D. Barliraj</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Samantha Lee (ESL)</td>
<td>Ms. Miriam Shanderson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Ms. Julie Biraglia-Myers</td>
<td>Ms. Danika Rux</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider (Field Support Center Staff Member)</th>
<th>Another (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Alice Cohen</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<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>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<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>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
D. Student Demographics

| Total number of students in school (excluding pre-K) | 665 | Total number of ELLs | 66 | ELLs as share of total student population (%) | 9.92% |

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

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

This school offers (check all that apply):

- Transitional bilingual education program (TBE): Yes [ ] No [ ]
- Dual language program (DL): Yes [ ] No [ ]
- Freestanding ENL: Yes [ ] No [ ]

If yes, indicate language(s):

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>SELECT ONE</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>TBE</td>
<td>SELECT ONE</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>DL</td>
<td>SELECT ONE</td>
<td>Push-Out</td>
<td>Pull-In</td>
<td>Discrete</td>
<td>ESL classes</td>
<td>self-contained</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>DL</td>
<td>SELECT ONE</td>
<td>Push-Out</td>
<td>Pull-In</td>
<td>Discrete</td>
<td>ESL classes</td>
<td>self-contained</td>
<td>0</td>
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</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
2. What structures do you have in place to support this effort?

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

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

   We currently use Fountas and Pinnell to assess the reading level of our ELLs six times throughout the school year. Unit exams for teachers are created via Schoolnet so that results can be analyzed.

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.] All student reading levels are tracked via a shared Google Doc so that all staff can analyze trends in student reading levels. Teachers generate Schoolnet answer documents to provide actionable data tied to Common Core standards.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. We also use the NYC BOY Performance Tasks and NYC EOY Performance Tasks in Math and ELA to provide data to guide our instructional planning.

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

   Performance Task data is shared with staff via Schoolnet so that teachers can identify areas of strength and weakness and subsequently provide targeted instruction.

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**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.

      After an analysis of Fountas and Pinell data in conjunction with baseline NYC Performance Data, specific student needs are identified so that teachers can provide support in appropriate areas using appropriate methods. For Response to Intervention (RtI), the top 15% of the lowest one-third of our student population are identified and given targeted support by specific teachers in 6 week cycles.

   b. TBE program. *If applicable.*

      ESL team analyzes trends in NYSESLAT and ELA & Math state test scores to determine both programmatic and instructional necessities. These findings are then shared with administration to determine future course offerings and curriculum initiatives. The ESL Team utilize the EDAT to provide targeted instruction based on students’ identified deficits and areas of strength. Both ESL Teachers provide targeted support for our top 15% of our struggling students.

   c. DL program. *If applicable.*
Assessment findings are disseminated via school-wide data meetings as well as small group grade team meetings. Based upon this data analysis, teachers and other staff can make recommendations to the ESL team about supports needed and suggestions for moving forward.

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)?

   Each grade has a section which consists of the grade’s ENL students mixed with non ENL students. This model allows for students from Entering to Expanding to receive ENL instruction, in an instructional format similar to the integrated co-teaching model found in special education classrooms. Stand alone instruction is provided to Entering and Emerging students via a rotation of pull-out services. We have one certified ESL teacher that services Grades K-3 students and one certified ESL teacher that services Grades 4-8. These teachers are responsible for integrated and stand alone instruction for their respective grades.

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.

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

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

   Students are grouped according to grade band and level to ensure the required number of integrated instructional minutes are achieved, as dictated by the Part 154. This translates to the following instructional times for students who are Entering (approximately 4 periods per week), Emergent (approximately 4 periods per week), Transitioning (approximately 2 periods per week) and Expanding (approximately 4 periods per week). Similarly, students are grouped in bands of no more than two grades and organized into groups based on level for stand alone services, ensuring that the instructional minutes are met for Entering (approximately 4 periods per week) and Emerging (approximately 2 periods per week) Students.

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?

   With regards to the integrated model, curriculum is shared with the ENL teacher at least two weeks in advance so that she/he can create adequate differentiation strategies to best support our ENL students. The school-wide literacy curriculum supports ENL students and teachers are fully expected to engage all of our students with the curriculum. Additional reading supports are provided in the form of close reading strategies, such as chunking text, front-loading some of the academic vocabulary, and so on. Teachers ensure that students work in partners to express their ideas and actively listening with their peers. In both the integrated and stand alone models, teachers are discouraged from using transmission-based approaches. The goal is for ENL students to be provided the same opportunity to learn challenging content as their non-ENL peers.

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?
Because over 75% of our ELLs are Spanish speaking, our ELL teachers are also native Spanish speakers. This allows them to design appropriate assessments for those students to be evaluated in their home languages. For those students that are not Spanish speakers, we receive support from translation services such as the Big Word to support in the creation and administration of home language assessments. Progress on end of unit curricular assessments is used to track academic achievement.

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.
   A - SIFE students receive extensive RtI via the stand alone model. Specific RTI supports are determined from data gathered via Fountas and Pinnell assessments and NYC Performance tasks.
   B - Entering students also receive RTI services in addition to mandated ENL services. This support is tied to relevant student data. Opportunities for targeted instruction occur during one teacher preparation period each week.
   C - Emerging students receive both integrated and stand alone services with an emphasis on working in collaborative environments to foster a more natural form of language acquisition as well as opportunities for critical thinking. Opportunities for targeted instruction occur during one teacher preparation period each week.
   D - Long term ELLs largely receive integrated ELL services with targeted instruction tied largely to NYSESLAT standards. Many of these students also have IEPs and receive SETSS services.
   E - Former ELLs are placed in integrated classes and receive targeted support in Reading, Writing, Listening, and Speaking based on teacher data.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   Teachers are instructed to provide accessible reading materials. An emphasis is placed on text-chunking and using websites such as NEWSELA where materials can be printed about the same content at varying reading levels. Teachers provide appropriate structures and protocols to foster collaborative environments and encourage students to have authentic, content related conversations. During common planning department and grade team meeting times, teachers have opportunities to present their students' work samples for discussion, feedback, and suggestions for improved instruction.

10. If you had a bilingual program, what was the reason you closed it?
    ELL-SWDs are largely placed in an ICT setting with planning support from our ELL team. Those ELL-SWDs that are in a self-contained setting receive a combination of stand alone and integrated services.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    Opportunities for targeted instruction occur during one teacher preparation period each week. Teachers are instructed to provide accessible reading materials. An emphasis is placed on text-chunking and using websites such as NEWSELA where materials can be printed about the same content at varying reading levels.

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.
    Based on our Middle School trends, we focus targeted instructional groups based on areas of deficits on the NYSESLAT. Targeted instruction for groups of students who struggle with the speaking section would be in one group, listening in another group, and so on. This service would be in addition to mandated ENL services and involves dually certified ENL teachers, not currently teaching ENL.

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

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
While priority is given to certain groups of students, through our 21st Century Community School grant, awarded for the 2017-2018 school year, over the next five years, we are able to provide extra-curricular after school opportunities for 300 students in Grades Kindergarten to 5. The staggering of our after school and Saturday programs allows our ELLs access to the plethora of after school activities we have in our school community. Scheduling is staggered by grade band to ensure all students receive an equal amount of time. These programs run from September to June, from Wednesday to Friday, the time is 2:30-5:30. Middle School students attend after school Monday through Friday, from 2:30 to 5:30 PM, through the Middle School Initiative. On Saturdays students meet from 10:00-2:00. Students can attend ELL after school and then attend, Dance, Piano, Chorus, Basketball, or any other activity offered either in-house or via our partnership with the Sports and Arts Foundation and Asphalt Green.

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?
All ENL classrooms have their own set of laptops to ensure access to technology. Classrooms are equipped with Promethean or SMART Boards in order to give students visual supports as they learn concepts. The curricular resources/images displayed on the boards have language features that translate different words to over 15 different home languages. Teachers are encouraged to use the reading website myOn, which allows students to read books online and adjusts based on student reading levels and in their home languages. At the completion of each book, students answer a series of questions which gauges comprehension and vocabulary acquisition and then suggests books based on levels. Students have access to this resource from any Android, Google, or IOS smart device. The school utilizes school-wide Apps that have translation features to support our students and families.

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).
Students are encouraged to engage in all content in their home languages with the support of their peers.

17. What language electives are offered to ELLs?
All schedules are crafted by the administration according to necessary requirements, using a software-based scheduling application. This information is then passed along to the school STARS programmer who checks to ensure students are appropriately programmed. This is then passed along to the ENL Team to check yet again to ensure students are receiving appropriate services.

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)?

We are not a co-located school.

**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?
Immediately upon entering our building, ELLs and their families are introduced to our ELL team and corresponding Assistant Principal based on grade. From there, the ELL team assigns each ELL student a "buddy student" to support them through the transition.
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.
   For the coming school year, only Spanish will be offered.

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?

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We ensure our ELL teachers attend all mandated professional development opportunities provided by our field support offices, as well as the district office. We also strongly encourage the team to attend optional professional development opportunities by providing class coverages whenever needed and any additional supports. We work closely with our ELL contact at the Superintendents office, who we meet with on a monthly basis. For the coming school year the ELL team will engage with the Pauline Gibbons book, "English Learners, Academic Literacy, and Thinking."

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.

Of the approximately 4 Mondays each month, one per month is dedicated exclusively to ELL professional development. This PD is provided by a combination of Administrators, District staff, ELL teachers, and consultants. Although grade dependent, the upcoming school year’s focus are on Phonics, Phonemic Awareness, Vocabulary, Fluency, and/or Comprehension. Our Google platform tracks topics discussed and next steps for instruction.
## 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, The ENL team schedules rotating meetings with parents during the mandated parent outreach time on Tuesday afternoons. During this time, the team meets with parents, has conference calls with parents, or crafts a newsletter geared towards our ENL parents. During these meetings, the topics range based on deficits we noticed in our data. , 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.
The ENL team is expected to hold a monthly parent engagement activity that brings our ELL community together. This can include various cultural events, field trips, and meetings that are specifically designed to reach out to our ELL community. Our ELL parents participate in fundraising and set up for community events. During the evening hours, over 20 of them attend adult ESL classes held in the building through the OACE.

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerry Ann Hazell</td>
<td>Principal</td>
<td>PS/MS 46</td>
<td></td>
</tr>
<tr>
<td>05M046</td>
<td>Assistant Principal</td>
<td>Kerry-Ann Hazell</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>Parent Coordinator</td>
<td>Miguel Negron</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>ENL/Bilingual Teacher</td>
<td>Latoya Mitchell</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>Parent</td>
<td>Yasmin Villar</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>Teacher/Subject Area</td>
<td>Miriam Shanderson</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>Teacher/Subject Area</td>
<td>Samantha Lee</td>
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</tr>
<tr>
<td>9/7/17</td>
<td>Coach</td>
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<tr>
<td>N/A</td>
<td>Coach</td>
<td>Cassondra Easterling</td>
<td></td>
</tr>
<tr>
<td>9/7/17</td>
<td>School Counselor</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td>Sonika Baliraj</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>Field Support Center Staff Member Danika Rux</td>
<td>9/7/17</td>
<td></td>
</tr>
<tr>
<td>Alice Cohen</td>
<td>Other N/A</td>
<td>6/30/17</td>
<td></td>
</tr>
<tr>
<td>Julie Biraglia-Myers</td>
<td>Other IEP Coordinator</td>
<td>9/7/17</td>
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<tr>
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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: 05M046 School Name: The Arthur Tappan School Superintendent: Ms. Gale Reeves

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>(*Primary)</td>
<td></td>
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<td></td>
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</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.

   Our school uses multiple data points to assess the language preferences of our parent community for both written and oral communication. We analyze the Home Language Identification Survey, ATS entries, and student emergency contact cards to provide us with information as to our families' preferred language of communication. Also, teachers survey their class and their parent(s) and/or guardian(s) in the beginning of the year to determine their preferred language.

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.
The preferred languages for written and/or oral communication are Spanish and English.

All of the languages spoken in the school community include English, Spanish, Arabic, French, Soninke, Fulani, Twi, and Malinke.

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.

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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following documents are disseminated throughout the school year: a Parent Handbook, student contracts, monthly newsletter, monthly calendars, announcements, fliers, after school/enrichment programs, testing dates, parent workshops and meetings, letters, and so on.</td>
<td></td>
<td>Include procedures to ensure timely provision of translated documents to parents.</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.
<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our school offers multiple opportunities to meet with families face-to-face throughout the year. Some of those face-to-face events include Tuesday’s Family Engagement time, open school nights, student-led parent-teacher conferences, IEP meetings, disciplinary and attendance meetings, assemblies, and so on.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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](https://example.com) and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

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

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

Our school will fulfill parental notification requirements for translation and interpretation services by ensuring that the aforementioned checklist of notification requirement is current and complete.

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?

Parents surveys are utilized throughout the year to monitor the spoken and written languages, as well as to get feedback about current and available services.