2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 12X300
School Name: THE SCHOOL OF SCIENCE AND APPLIED LEARNING
Principal: VENESSA SINGLETON
School Comprehensive Educational Plan (SCEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Venessa Singleton</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>12X300</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>32120010300</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>Pre-K through Grade 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>2050 Prospect Avenue</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 584-6310</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 220-1370</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Venessa Singleton</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:Vsingle2@schools.nyc.gov">Vsingle2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Venessa Singleton</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Keriann Martin</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Parent Association President: TamikaSaxon</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Venessa Singleton</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Tiffany Hart</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Otis Bellamy</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td></td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 12 |
| Superintendent: | JacquelineRosado |
| Superintendent’s Office Address: | 1970 West Farms Avenue |
| Superintendent’s Email Address: | Rosado3@schools.nyc.gov |
| Phone Number: | (718) 328-2310 |
| Fax: | (718) 542-7736 |

## Field Support Center (FSC)

| FSC: | Bronx |
| Executive Director: | Nancy Saffer |
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>Venessa Singleton</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Keriann Martin</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tamika Saxon</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Evelyn Bynum</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Tiffany Hart</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Jennifer Garcia</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>Deborah Rosario</td>
<td>Member/PTA</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Dilenia Fernandez</td>
<td>Member/ PTA</td>
<td></td>
</tr>
<tr>
<td>Lisa Gilbride</td>
<td>Member/ UFTDesignee</td>
<td></td>
</tr>
<tr>
<td>Danielle Smith</td>
<td>Member/ CSARepresentative</td>
<td></td>
</tr>
<tr>
<td>Barbara Mason</td>
<td>Member /Teacher</td>
<td></td>
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<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.

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

Community School 300 is a diverse and collaborative school that believes "It takes a village to raise a community of children." Our students will acquire the knowledge, skills, and self-esteem our students will need to become compassionate and responsible citizens. We are dedicated to achieving high standards of academic excellence by making collaborative and strategic decisions about curriculum and learning based on the Common Core Learning Standards. As a school community these decisions help us to create a strong academic foundation, which prepares our students for college and / or careers in their future. We encourage a strong home / school partnership to create a positive, safe, and nurturing environment. Our parental community is welcomed as valued participants in their child's education. Through supportive and encouraging leadership, our students, staff and community are empowered to work to their maximum potential...and become life long learners. Areas of celebration for our school are strong family and community ties, effective school leadership, collaborative environment and trust.

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.

Community School 300 is an elementary school with 615 students from grades Pre-K through grade 5. The school's population is comprised of 39% Black, 60% Hispanic, 1% White. Our student body includes 14% English Language Learners, 30% students with disabilities. Our average attendance rate for the 2015-2016 school year was 90%.

Community School 300 is a community of lifelong learners. We feel safe, confident, and loved in our school. This statement is not only our belief but our mission. School leaders and faculty work together to promote an atmosphere of high expectations, collaboration and togetherness. Our explicit communication system enables parents to know about the Common Core Learning Standards and the strategies needed to help our students gain success. Our school integrates instructional shifts, and makes purposeful decisions to build coherence. By teaching students to make their thinking visible, we are able to ensure academic tasks are rigorous across grades levels including entry points for learners such as ENL students and SWD. Across all classrooms, teachers use rubrics, formative and summative assessments, track students progress and adjust curricular to meet the needs of students. Across classrooms teachers engage students in learning through varied cooperative learning activities and check for students conceptual understanding.

At the core of Community School 300's mission is to provide students and families with a safe and nurturing environment. Through the S.I.S.T.A.H (Sisters Inspiring Sisters to Achieve Higher) program conflict resolution for girls and Restorative Justice Program in conjunction with the Morning side Center provides social -emotional learning for our students; Sports in the Morning program for boys and girls is a daily academic / sports program to help our students; ENL students and SWD in grades 3 through 5. This program also promotes academic success and improved attendance to school. We host a variety of parent engagement activities throughout the school year ranging from our weekly Parent Book Club / Parent Support Group, Learning Leaders, monthly PTA meetings, Family Literacy / Multicultural Day, movie night, family game night basket bonanza, "muffins with mom", "donuts with dad", Father / Daughter and Mother / Son dances. Partnerships with families to support student’s academic progress across all grade levels toward college and career readiness are impacted through our relationships with the Bronx Botanical Gardens, Good Shepherd Services, The Trust for Public Land and Centrarudd Architecture firm.

3. Describe any special student populations and what their specific needs are.
Our SWD students in our school community in grades K through 5 are learning disabled and emotional disturbance.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The elements of the Framework for Great Schools in which we made the most progress is Supportive Environment: Our school community establishes a culture where students feel safe, supported, and are challenged by their teachers and peers. Our school environment is not only supportive, but a collaborative environment for both students and staff. We will expand our work as a school community on ensuring that this school year we are promoting more collaboration to impact student learning in reading, mathematics and writing for all students across all grade levels.</td>
</tr>
</tbody>
</table>

**Key Areas of Focus for Impact**

Instructional practices lead to high levels of student engagement and student achievement across grade levels.
### School Demographics and Accountability Snapshot for 12X300

#### School Configuration (2018-19)
- Grade Configuration: PK,0K,01,02,03,04, 05
- Total Enrollment (2017-18): 614
- 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): 65
- # SETSS (ELA): 33
- # Integrated Collaborative Teaching (ELA): 70
- # Special Classes (Math): 65
- # SETSS (Math): 31
- # Integrated Collaborative Teaching (Math): 70

#### Types and Number of Special Classes (2018-19)
- # Visual Arts: 26
- # Music: N/A
- # Drama: N/A

#### School Composition (2017-18)
- % Title I Population: 89.0%
- % Attendance Rate: 89.8%
- % Free Lunch: 88.3%
- % Reduced Lunch: 0.7%
- % Limited English Proficient: 14.0%
- % Students with Disabilities: 28.7%

#### Racial/Ethnic Origin (2017-18)
- % American Indian or Alaska Native: 0.3%
- % Black or African American: 36.2%
- % Hispanic or Latino: 61.4%
- % Asian or Native Hawaiian/Pacific Islander: 0.5%
- % White: 1.6%
- % Multi-Racial: 0.3%

#### Personnel (2015-16)
- Years Principal Assigned to School (2018-19): 12.1
- # of Assistant Principals (2016-17): 4

#### Student Performance for Elementary and Middle Schools (2017-18)
- ELA Performance at Levels 3 & 4: 23.6%
- ELA Performance at Levels 3 & 4 (4th Grade) (2016-17): 60%
- Science Performance at Levels 3 & 4: 23.6%
- Science Performance at Levels 3 & 4 (8th Grade) (2016-17): N/A

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

#### Overall NYSED Accountability Status (2018-19)
- Reward: No
- Recognition: N/A
- In Good Standing: No
- Local Assistance Plan: No
- Focus District: Yes
- Focus School Identified by a Focus District: Yes
- Priority School: No
- Focus Subgroups: Hispanic, LEP, ED

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>Black or African American</td>
<td>Asian or Native Hawaiian/Other Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>Multi-Racial</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Students with Disabilities</td>
<td>Limited English Proficient</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>ALL STUDENTS</td>
<td>N/A</td>
<td>N/A</td>
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</table>

#### High School

|                          | Met Adequate Yearly Progress (AYP) in ELA (2016-17) | Met Adequate Yearly Progress (AYP) in Mathematics (2016-17) | Met Adequate Yearly Progress (AYP) in Graduation (2016-17) |
|--------------------------|------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|
| American Indian or Alaska Native | N/A                                                  | N/A                                                         | N/A                                                      | N/A                                                      |
| Hispanic or Latino       | Black or African American                            | Asian or Native Hawaiian/Other Pacific Islander             | N/A                                                       | N/A                                                      |
| White                    | Multi-Racial                                        | N/A                                                         | N/A                                                       | N/A                                                      |
| Students with Disabilities | Limited English Proficient                          | N/A                                                         | N/A                                                       | N/A                                                      |
| Economically Disadvantaged | ALL STUDENTS                                       | N/A                                                         | N/A                                                       | N/A                                                      |

2018-19 SCEP-P
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

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

<table>
<thead>
<tr>
<th>Tenet 3 Statement of Practice</th>
<th>SOP(s) Addressed</th>
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<tbody>
<tr>
<td>The school leader ensures and supports the quality implementation of a systematic plan of</td>
<td>X</td>
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<tr>
<td>rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards</td>
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<td>(CCLS) that is monitored and adapted to meet the needs of students.</td>
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<td>Teachers develop and ensure that unit and lesson plans used include data-driven instruction</td>
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<td>(DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and</td>
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<td>address student achievement needs.</td>
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<td>The school leader and teachers have developed a comprehensive plan for teachers to partner</td>
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<td>within and across all grades and subjects to create interdisciplinary curricula targeting the</td>
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<td>arts, technology, and other enrichment opportunities.</td>
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<tr>
<td>Teachers implement a comprehensive system for using formative and summative assessments for</td>
<td></td>
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<tr>
<td>strategic short and long-range curriculum planning that involves student reflection, tracking</td>
<td></td>
</tr>
<tr>
<td>of, and ownership of learning.</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.

According to the feedback from our 2017-2018 District-Led Review, the following was assessed:

**Strengths**

1.3 An area of strength for our school is as follows; we continue to work in building structures which maximize time spent on instructional work across the school community. We continue to have structured supplemental programs after-school, weekends based on students needs, specifically ENL and SWD. We will work to ensure that all stakeholders are engaged in key organizational decisions This will be accomplished during grade team and grade leader meetings. Grade leaders will continue to meet weekly to share trends and patterns within their grade levels and articulate these findings across grade teams.

**Priority Needs**

1.2 Areas of focus for our school are as follows; we will work continue to ensure that curricula is aligned across classrooms and reflect an articulated set of beliefs about how students learn best. Student work products will reflect...
evidence of student thinking and foster challenging task and expectations across grade levels. Classroom curricula will provide multiple entry points for learners specifically ENL and SWD students.

2.2 The school will build teacher understanding of the connection between effective planning and the implementation of strong instructional strategies and formative assessment practices that promote student achievement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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 teachers in grades K through 5 will engage students in daily standards based mathematics instruction with the Problem Of the Day, student feedback, consisting of whole group, guided group instruction and independent instruction which will lead to a 20% proficiency increase as evidenced by the NYS mathematics assessment.
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>
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<tr>
<td>Instructional programs: Go Math, Engage New York, and I-Ready.</td>
</tr>
<tr>
<td>Our ENL teachers will work with ENL students during our NYSESLAT after school program and also provide push in integrated co-teaching support, refine our school-wide professional learning plan that provides differentiated learning opportunities for SWD in a push in and pull out service plan also, to strengthen teacher capacity in providing instruction in math, literacy and writing.</td>
</tr>
<tr>
<td>School Administrators will consistently and routinely observe teacher instruction in mathematics and provide on-going feedback to improve the quality of instruction. Also, our Lead Teacher will conduct professional development opportunities at the school level in Go Math. Administrators and Lead Teacher will also routinely analyze mathematics data with teacher teams to monitor student growth and progress in mathematics. Teachers will attend professional development opportunities provided by the BFSC in addition to the D-12 New Teacher Mentoring Program focused on ENL, SWD, literacy and mathematics instruction.</td>
</tr>
<tr>
<td>Teachers will utilize formative and summative assessments, will analyze these results during grade team and grade leader meetings. Through language supports, technology, and scaffolded materials, teachers will provide ENL and SWD strategic support. I-Ready and after school programs will be utilized to support students with high level needs.</td>
</tr>
<tr>
<td>Our Parent Coordinator and Lead teacher will facilitate parent engagement and involvement activities on Tuesdays with a focus on literacy and mathematics will be provided via calendars technology devices and fliers.</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
Our Parent Coordinator and Lead Teacher will facilitate and support families during parent engagement Tuesdays with a core focus on mathematics and literacy activities. Additionally, school leaders, coaches, teachers and consultants will provide professional development opportunities to families throughout the 2018-2019 school year.

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.

NTC Mentoring program, time, flexible scheduling, professional development, software, smart boards, ELA and mathematics instructional materials, summative and formative assessments, consultants and after school programs. After school program: grades 2-5 two days per week (6 teachers x 4hours x 35 sessions).

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>
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<td>Tax Levy</td>
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</table>

Part 5 – Progress Monitoring

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

By June 2019, there will be a 4% improvement in the suitable grouping of students specifically SWD and ENL students.

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

We will monitor progress toward meeting our goal using the unit assessments from I-Ready and Go Math instructional programs.

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>]</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>]</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>]</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?

According to the feedback from our 2017-2018 District-Led Review, the following was assessed:

Priority Needs

5.1 The following area of need for our school is as follows; our school will continue to purposefully evaluate the quality of instructional practices in response to student learning needs and expectations of the Common Core Learning Standards specifically ENL students and SWD across grade levels. Our Cohesive Team will work with school leaders to adjust curricular and instructional practices across our school community to ensure student achievement.

Strengths

5.4 The following area of strength for our school is as follows; our school will continue to establish a safe environment for students academically and also socially-emotionally through the use of Kagan Cooperative Learning activities and Positive Behavior Intervention System and our Climate and Culture Team. We will work with school support staff; related service staff and classroom teachers to ensure that our expectations are communicated to parents, specially ENL students and...
SWD. We will continue to provide students with opportunities of support through social-emotional development. Our Sports in the Morning program will provide boys, ENL and SWD to improve their attendance to school.

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, the school will continue to refine systems and structures for school climate and culture to improve student attendance and build a positive school culture, measured by a 10% improvement in student attendance across all grades for students in grades K through 5.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in grades K - 5.</td>
<td>September 2018 until June 2019</td>
<td>Students, teachers, School Leaders, parents and consultants</td>
</tr>
<tr>
<td>Teachers and students in grades Pre-K - 5</td>
<td>September 2018 until June 2019</td>
<td>School Leaders, staff, teachers, Guidance Counselor, Social Worker and consultants</td>
</tr>
<tr>
<td>Parents, teachers and students in grades Pre-K - 5</td>
<td>September 2018 until June 2019</td>
<td>School Leaders, staff, teachers, consultants, Related Service Providers, and SIT Team</td>
</tr>
<tr>
<td>Grades Pre-K thru 5</td>
<td>February 2018 until June 2019</td>
<td>School Leaders, students, teachers and parents, Deans, Related Service providers and SIT Team</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.
Our Parent Coordinator, PTA President and school administrative team will engage families and support their understanding of supportive environment through activities, workshops and trainings throughout the 2018-2019 school year.

**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.

School leaders, staff, parents and students will work collaboratively to achieve this goal. Assemblies, trips, and incentives: ranging from awards, pizza parties and ice cream parties will be purchased through DOE vendors. School will purchase cooperative learning instructional materials for staff through Kagan Cooperative Learning and Restorative Justice program.

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

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<thead>
<tr>
<th></th>
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<td>Other</td>
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</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, we will progress monitor our goal by a comparative analysis of February 2018 attendance data to the current February 2019 attendance data.

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

ATS reports.

**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>
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<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>[]</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>
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</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>[]</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.

According to the feedback from our 2017-2018 School Survey results, the following was assessed:

Our school community has a 71% rating in our results for Supportive School Environment. Our school community will work collaboratively with teachers and families to ensure a supportive environment for staff and students.

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.

As a result of teachers engaging in robust professional development activities and teams to support students' academic and social-emotional learning, there will be a 20% proficiency increase as evidenced by the NYS mathematics assessment.
### 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><strong>Activities/Strategies</strong></th>
<th><strong>Target Group(s)</strong></th>
<th><strong>Timeline What is the start and end date?</strong></th>
<th><strong>Key Personnel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will receive workshops specifically for social-emotional learning facilitated by coaches, our Parent Coordinator, Climate and Culture Liaison, IEP Coordinator and teachers to give students academic support at home.</td>
<td>Grades Pre-K-5</td>
<td>September 2018-June 2019</td>
<td>School leaders, related service staff</td>
</tr>
<tr>
<td>Parent volunteers will work as school volunteers within our school. Parents will be provided with academic support in the classroom to students specifically SWD.</td>
<td>Grades Pre-K-5</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator, school leaders and teachers</td>
</tr>
<tr>
<td>Professional Learning opportunities for parents and Professional Growth Opportunities for staff we will offer as follows:</td>
<td>Teachers, parents and grades Pre-K-5</td>
<td>On-going September 2018 until June 2019-Twice per week.</td>
<td>School Leaders, parents, coaches, Parent Coordinator, teachers, School Counselors and secretary</td>
</tr>
</tbody>
</table>

- Common Planning Time
- Kagan Cooperative Learning
- Restorative Circles
- Menu Mondays
- Inter-visitations
- Lab Site
- Monday Professional Development

- Strategies to support student learning in ELA and math
- Homework help
- I-Ready support
- Wellness and Nutrition
- Positive discipline
-Parent Book Club

The school will provide timely communication with families through the following tools:

- School Messenger
- Parent Engagement Tuesdays
- School calendar
- Letters and flyers
- Parent / Teacher conferences
- Report cards and progress reports (November - May, 2019)

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.

Our school will engage families and support their understanding of collaborative teachers through workshops and parent engagement activities.

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 resources that will be used will pay for materials for workshops (parents), materials for professional development for staff, and personnel (i.e. Parent Coordinator and teaching staff).

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

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</table>

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

By June, 2019, as a result of our social-emotional initiatives there will be a 7% increase in the academic progress of our students as measured by the mathematics state exam. By February 2019, a review our mathematics mid year data will take place to progress monitor success toward our goal.

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

Student work products, mathematics summative assessments; Reflex, Go Math, and I-Ready assessments.

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

Section 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>
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<tr>
<td>Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive</td>
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<td>of core values that address the priorities outlined in the School Comprehensive Educational</td>
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<tr>
<td>Plan (SCEP).</td>
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</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital</td>
<td>X</td>
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<tr>
<td>resources.</td>
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<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's</td>
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<tr>
<td>Annual Professional Performance Review (APPR) to conduct targeted and frequent observation</td>
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<td>and track progress of teacher practices based on student data and feedback.</td>
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<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve</td>
<td></td>
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<tr>
<td>critical individual and school-wide practices as defined in the SCEP (student achievement,</td>
<td></td>
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<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>
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</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.

According to the data results from the School Surveys for 2017-2018 for Effective School Leadership our survey result was 94%. Also the feedback from our 2017-2018 District-Led Review the following was assessed:

1.3 The following area of strength is as follows; school leaders will continue to ensure that instructional goals are met for this year, school leaders will continue to build structures to maximize time spent on instructional work (Advance) across the school community and continue to participate in the D12 mentoring program with the goal of retaining high quality teachers.

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, we will have provided learning opportunities, activities, and events aimed at increasing parent involvement in the school which will result in an 8% increase in the percentage of parents who will agree or strongly agree that they have had the opportunity for parent involvement in the school as measured by the results of the 2019 NYC School Survey.
### 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</th>
<th>Key Personnel</th>
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</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). | Teachers and students | September 2018-June 2019 | School Leaders, Mentor, Coach, D12 TDEC Support |
| Teachers will be frequently observed using the Danielson Framework. | Teachers and students | September 2018 until June 2019- once a month | School Leaders, Mentor, Coach, D12 TDEC Support |
| Teachers will participate in professional development at the school level and outside of school based on needs identified during observations. For example, Professional Growth Opportunities (PGO's) are scheduled for teachers based on needs identified during an observation. | Teachers | September 2018 until June 2019 - once a month | School Leaders, Mentor, Coach, D12 TDEC Support |
| Monthly, teachers will participate in the analyzing of student work products to ensure teachers are properly calibrated, thus ensuring instructional coherence and increased student outcomes. | Teachers | September 2018 until June 2019 - once a month | School Leaders, Mentor, Coach, D12 TDEC Support |
| Teachers will participate in "Menu Mondays." This will give teachers an opportunity to facilitate professional development activities of their strength and will allow teachers to attend professional development activities they feel they need to improve student outcomes. | Teachers | September 2018 until June 2019 - once a month | School Leaders, Mentor, Coach, D12 TDEC Support |

---

### 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.

School Administrators (Principal and Assistant Principals) will engage families and support their understanding of effective school leadership through monthly School Leadership Team meetings, PTA meetings and written communication through out the 2018-2019 school year.

---

### 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.

New Teachers will be provided additional support at the school level by trained teacher mentors as part of the District 12 New Teacher Mentoring Program and our UFT Teacher’s Center.
Professional Development on Monday's as well as Professional Growth Opportunities are built in to the school day. Therefore, funding will be used to for school personnel (teachers).

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>P/F Set-aside</th>
<th></th>
<th>21st Century</th>
<th></th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Title I 1003(a)</td>
<td></td>
<td>Title III</td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</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 school leaders will have provided 50% of teachers with consistent and actionable feedback as measured by Advance data reports.

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

The instrument used to measure progress is the Advance data system.

**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)*

**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></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></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></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.

According to the School Survey results for 2017-2018 in Strong Families and Community Ties our survey result was 95%. Also, based on our 2017-2018 School Quality Report, Strong Family / Community Ties and Trust continue to be two key areas of strength. We will continue to provide a welcoming environment for families.

**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 our school community will increase school survey results by 15% as measured by the school survey results from 2017-2018.
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>Parents/students</td>
<td>September 2018 until June 2019</td>
<td>School Leaders, Parent Coordinator, Teachers</td>
</tr>
<tr>
<td>Parents/students</td>
<td>Sept. 2018 until June 2019</td>
<td>School Leaders, Parent Coordinator, Staff</td>
</tr>
<tr>
<td>Parents/students</td>
<td>Sept. 2018 until June 2019</td>
<td>School Leaders, Parent Coordinator, Staff</td>
</tr>
</tbody>
</table>

Provide parents with workshops of their interest. Including Parent Book Club and Nutrition / Wellness Class.

Provide parents workshops to inform them of expectations for students. For example, Title I meeting, expectations for the school year, and assessments.

Provide a variety of educational and recreational activities which build community. For example, Pajama Day, Family Feud Night, Multicultural Day, Family Literacy Day, Internet Cafe, Field Day and Grandparent’s Day.

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.

Good Shepherd Services

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.

School Leaders - Tax Levy Funds - Title I Funding Parent Coordinator

Staff

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2019, Community School 300 stakeholders: administrators, staff and PTA will monitor progress toward meeting our goal by analyzing parent engagement data ie: agendas and attendance logs from 2018-2019 school year.

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

By March, 2019 we will progress monitor success toward our goal by as measured by attendance logs, agendas and NYC school survey results.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

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

By June, 2019 there will be a 50% increase in the number of students moving two reading levels in Fountas and Pinnell as measured by the beginning of year, middle of year an end year results.

Part 2 – ELT Program Type

| Is the ELT program voluntary or compulsory? | X | Voluntary | | Compulsory |

If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.

Our ELT program encourage participation of students by actively engaging parents during PTA activities, parent workshops and active recruitment throughout the school community.

Part 3 – ELT Program Description

The ELT program will be offered to all students eligible for Academic Intervention Services (AIS), with the goal of serving a minimum of fifty percent of AIS-eligible students.

Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- Engage in outreach activities made to families.

Our ELT program will meet the needs of our school community by integrating academics and enrichment learning for 50% of our students across all grade levels (grades K-5) in reading, mathematics and writing for 200 additional contact hours. Through hands on STEM learning activities; in music, art and dance, students will be engaged in a range of various opportunities for social-emotional development. Students will be actively engaged and experience increase improvements in their academic learning and social-emotional development / leaderships skills through the
"Tribes" curriculum, I-Ready program in both reading and mathematics. Through our ELT program we will see increase proficiency levels for over 50% of students participating in the program.

**Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?
1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

Our ELT program will be supervised by the ELT program director and will offer a wide variety of services for students and families in reading, mathematics, writing, art, dance music, technology and social-emotional development. The ELT program will be evaluated by increase student performance on formative and summative assessments throughout the 2018-2019 school year.

**Part 4b.** Timeline for implementation and completion, including start and end dates.
September, 2018 until June, 2019.

**Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

The resources needed for the after school program are funding to pay for staff, funding to purchase Kidz Literacy Program materials, and funding to pay for drama, dance, and music instructors.

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

*Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

<table>
<thead>
<tr>
<th>X</th>
<th>21st Century</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>
</tr>
</tbody>
</table>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** 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 students participating in Good Shepherd Services will have improved one reading level in ELA as measured by Fountas and Pinnell reading program.

**Part 6b.** Indicate the instrument of measure that is used to assess progress.

Fountas and Pinnell BOY, MOY and EOY results.

**Part 6c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 7: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Benchmark Literacy Program, Fountas and Pinnell benchmark results, formative assessments</td>
<td>I-ready, My On, Sports In the Morning and Saturday Academy</td>
<td>Small group instruction and one to one tutoring</td>
<td>Regular school day also before and after school</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Go Math, I-Ready and Reflex Math</td>
<td>I-ready, My On Sports In the Morning and Saturday Academy</td>
<td>Small group instruction</td>
<td>Regular school day and also before and after school</td>
</tr>
<tr>
<td>Science</td>
<td>Fountas and Pinnell benchmark results, Benchmark Literacy program, also formative assessments</td>
<td>I-Ready, My On, Sports in the Morning and Saturday Academy</td>
<td>Small group instruction</td>
<td>Regular school day and also before and after school</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Scope and Sequence units, Fountas and Pinnell result, Benchmark Literacy program also formative assessments</td>
<td>I-Ready, My On, Sports in the Morning and Saturday Academy</td>
<td>Small group instruction</td>
<td>Regular school day and also before and after school</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>RTI Team, SAT Team and Attendance Team</td>
<td>I-Ready, My On, Sports in the Morning and Saturday Academy</td>
<td>Small group instruction</td>
<td>Regular school day and also before and after school</td>
</tr>
</tbody>
</table>
## Section 8: Support for Students in Temporary Housing (STH)

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

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Please identify the number of Students in Temporary Housing who are currently attending your school.</strong> (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td><strong>We currently have 140 STH students.</strong></td>
</tr>
<tr>
<td>2. <strong>Please describe the services you are planning to provide to the STH population.</strong></td>
<td><strong>The services offered for STH students are as follows, free school uniforms, Breakfast in the Morning program, SISTAH conflict resolution program for girls, Restorative Justice Program social-emotional learning for students. Saturday, Afternoon and NYSESLAT academies. Also, we offer Good Shepherd Services Program for student and Pencil Partnership with Centra Ruddy Architecture Inc.</strong></td>
</tr>
</tbody>
</table>

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>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).</strong></td>
<td><strong>We currently have (amount pending) students attending our school.</strong></td>
</tr>
</tbody>
</table>
| 2. **Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.** | ****
The services offered for STH students are as follows; free school uniforms, Breakfast in the Morning program, SISTAH conflict resolution, and Restorative Justice program for social-emotional development. Saturday, Afternoon and NYSESLAT academies. Also, we offer Good Shepherd Services and Pencil Partnership with Centra Ruddy Architecture Inc.

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.

Our allocation amount for the 2018-2019 school year is (TBA)
Section 9: 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>
<tr>
<td>![ ] Targeted Assistance (TA) Schools</td>
</tr>
<tr>
<td>![ ] Non-Title I</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.

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).

Providing Professional Growth Opportunities plans which enables our school community to build teacher capacity in the areas of curriculum and instruction, school administration and supervision and facilitating professional development activities. Also, in collaboration with School Leaders and NTC coaches, the D-12 New Teacher Center Mentoring program and UFT Teacher’s Center will provide teachers with additional professional development opportunities and support.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)
Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

The transition plan used to assist preschool students from early childhood programs into our community school model is aligned to the work sampling instructional program. School Leaders, our Parent Coordinator and school counselors will provide ongoing parent engagement activities for preschool students and their families throughout the school year to aid in social-emotional supports. Also, families are provided with resources and academic workshops throughout the school year from our Parent Coordinator, PTA and consultants to prepare their children in the transition into elementary 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.

School Leaders, coaches and vertical teams and grade teams are involved in the decision making process used by in the selection of appropriate assessment measures during teams meetings.

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</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>507,279.</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>X</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>83597.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>180,271.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>p</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.

2 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 funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 10: 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><strong>Parent Involvement Policy</strong></td>
</tr>
<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. The School of Science and Applied Learning 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>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community School 300</strong> 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>
</tbody>
</table>
● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

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

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

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

### Parental Involvement and School Quality

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., State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact

CS 300 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 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.

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

*Support home-school relationships and improve communication by:

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:

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

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

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

● planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
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 will all members of the school community;

- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

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

II. Parent/Guardian Responsibilities

Parent/Guardian Responsibilities:

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

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

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

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

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

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

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

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

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

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

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
● participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

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

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

III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;

● complete my homework and submit all assignments on time;

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

● show respect for myself, other people and property;

● try to resolve disagreements or conflicts peacefully;

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

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

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

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

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

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

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

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: _____</th>
<th>DBN: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td>☒ conceptually consolidated (skip part E below)</td>
</tr>
<tr>
<td></td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th>☐ Before school</th>
<th>☒ After school</th>
<th>☐ Saturday academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of ELLs to be served: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades to be served by this program (check all that apply):</td>
<td>☒ K</td>
<td>☒ 1</td>
<td>☒ 2</td>
</tr>
<tr>
<td>Total # of teachers in this program: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of certified ESL/Bilingual teachers: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of content area teachers: _____</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the:

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

The direct instruction supplemental ENL Program's rationale is that ENL students in grades K-5 need to acquire content area knowledge in science, social studies and non-fiction texts to prepare for the NYSESLAT and NYS ELA. Our ENL teachers will provide instruction to ENLs in K, 1st, and 2nd grade that scored below commanding on the NYSESLAT exam. In addition, we will also service students in the 3rd, 4th, and 5th grades who have scored 3 or below on the NYS ELA. The focuses will be writing, vocabulary development, reading comprehension, and problem solving strategies and improvement of all four language modalities.

The ENL after school program will begin on November 14th from 2:45 pm - 4:00 pm on Wednesdays and Thursdays and remain in session until May, 2019 for approximately 40 sessions. Language of instruction will be in English. We have three certified ENL teachers and one Common Branches teacher who will provide direct instruction through four flexible grouping of students of 10, based on data received from the NYSESLAT. Students will be grouped according to proficiency levels, EN, EM, and TR, EX, CM. Our leveled 3 students who scored proficiency in ELA and CM on the NYSESLAT will receive literacy support working with our ENL program as well as our ELA program for level 3 and 4 students. The program activities will consist of writing on demand tasks, guided reading activities, word work tasks, vocabulary development, address the four modalities of the NYSESLAT exam; reading, listening, writing and speaking.

Home and targeted language programs will be used to provide language acquisition support for students who are not native speakers of English. Scaffold support using technology, audio supports and visuals aids will be provided for students TBE programs.

The supplement materials that will be used are Getting Ready for the NYSESLAT (Attanasio & Associates, Inc.) & Finish Line New York ELLs Bilingual Common Core (Continental) Also, I-Ready, and content area text: notebooks, folders, and charts.

Students from grades K-5 will be monitored by flexible groups in their ENL proficiency levels. ENL and content area teachers in literacy and social studies will provide content support for student learning through an integrated co-teaching/team teaching model. Teachers will collaborate with lesson plan development and implementation using student data to help inform instruction. Also teachers will monitor student progress and goals for their group.
Part B: Direct Instruction Supplemental Program Information

Program notifications will be sent out in parents’ preferred language. All records such as student portfolios, attendance will be kept on file in the school Title III binder. Native language support will be provided to students in the form of bilingual dictionaries and glossaries as well as peer/buddy support or grouping.

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: _____

Our ENL Coordinator and ENL Teacher will facilitate professional development sessions for our Title III Program. Title III Program Teachers will participate in professional development training using NYSESLAT, NYS ELA and NYS Math test results to inform instruction, vocabulary instruction, and to build academic language across subject areas, as well as differentiation of instruction for mathematics, reading and writing for ENL’s students. Our ENL Team will analyze and design the following and focus on the specific needs of ENL’s: analyzing NYSESLAT data to identify individual student needs, identifying ENL students who are not meeting the standards in ELA/Math or both, itemizing skills that need to be addressed and designing differentiated lessons that focus on these skills. Also, analyzing data and sharing instructional best practices to staff during professional development sessions and during common planning meetings.

The Professional developments will positively impact the progress of ELL’s. Motivating students and differentiating their instruction are two of the major challenges teachers face on a daily basis. Conceptualized as students’ energy and drive to engage, learn, work effectively, and achieve their potential at school, motivation and engagement play a large role in students’ interest and enjoyment of school. This will positively impact the progress of ELL’s and allow teachers to support the needs of the students.

Professional development is defined as the process of improving staff skills and competencies needed to produce outstanding educational results for students. The need for high-quality ongoing professional development that deepens teachers’ content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are job embedded, sustained, and collaborative will assist in the goal to remain up-to-date.

The Professional Development will be held on Mondays from 2:20 pm-3:40 pm, also during Common Planning times and grade leader meetings. The PD’s topics will consist of ENL programming, NYSESLAT, Testing of ELL’s, Parent Engagement, and Student ELL data, Integrated and Stand Alone ENL. The PD’s will consist from ½ an hour to an hour. There will be...
### Part C: Professional Development

multiple sessions during the school year. All teachers will participate in these ENL professional development related sessions.

This component will be of no cost to the program.

Agendas will be designed by the facilitator(s) and attendance sheets will be maintained by the Principal.

### 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: _____

Parents are invited to meetings with our ENL teachers to discuss how they can help their children with homework, to discuss the academic success of their child and the importance of advanced preparation for the NYSESLAT, NYS ELA and NYS Math assessments.

Also, our Parent Coordinator and ENL teacher will provide parents with on-going professional development activities. We will conduct outreach to support parents and provide information regarding upcoming events, assessments and to address any parental concerns.

Our school notifies parents via telephone and through correspondences and the Parent wiki-space on line community regarding programs being offered at school. The workshops occur monthly and include NYSESLAT, Testing of ELL’s, Parent Engagement, Student ELL data, Math assessment, after school programs, promotion policy, helping your child with reading/math, housing clinics and health clinics.

If needed, translation will be available at the Professional Development to meet the needs of those who speak different languages. Translation will be provided by the ENL staff or any other qualifying teacher. Also, the use of the translation service, offered by the NYC DOE through the phone system will be made available to parents.

All notifications of the Professional Development will be sent to parents in their preferred language. The staff involved is our ENL Coordinator, ENL Teacher and our Parent Coordinator.

Agendas will be designed by the facilitator(s) and attendance sheets will be maintained by the Principal.
**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 (schools must account for fringe benefits)</td>
<td>N/A</td>
<td>N/A</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>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Travel</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</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>12</td>
<td>Bronx</td>
<td>300</td>
</tr>
<tr>
<td>School Name</td>
<td>Community School 300</td>
<td></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 ENL teacher, and one parent.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venessa Singleton</td>
<td>Danielle Smith</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>English as a New Language/Bilingual Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olga Fotinis</td>
<td>Carol Ragguette - Grade 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myriam Miller - Grade 1</td>
<td>Tawana Dimanche</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Tarrats - Kindergarten</td>
<td>Dilenia Fernandez</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liz Harrington</td>
<td>Janet Franco</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Rosado</td>
<td>Hoa TU - D. Superinten</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>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>0</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>
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<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>
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D. Student Demographics
Total number of students in school (excluding pre-K) | 595 | Total number of ELLs | 85 | ELLs as share of total student population (%) | 14.29%

**Part II: ELL Demographics**

**A. ELL Programs**

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

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<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
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This school offers (check all that apply):

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

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

**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?

   The assessment tool used to assess the early literacy skills of our ELLs is Fountas and Pinnell. Over 40 % of students in grades K through 2 continue to meet the EOY benchmark from Fountas and Pinnell. The insight our data provides us information regarding our ELLs who made gains from the BOY results to MOY. Also, teachers use BOY and MOY results to improve the instruction for students.

2. What structures do you have in place to support this effort?

   The structures in place to support this effort is to provide small group instruction to ELL students and Schoolafter school targeted intervention program for ELL students in grades K-5.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

The school evaluates the success of the ELL program by the students’ outcomes of the Fountas and Pinnell data in reading and writing. Chapter unit assessments in both mathematics and English Language Arts and the improvement of scores on the following exams NYSTELL, annual NYS ELA and math assessments and Fountas and Pinnell results in reading and writing. We examine the data results of ELL students based upon the NYSTELL results for each grade level: 30% of kindergarten ELLs performed on the intermediate level, 40% of 1st grade ELL’s performed at intermediate level, 20% of second grade ELLs are performing at the beginner level, 40% of third grade students performed at the intermediate level and 40% of fifth grade ELLs performed at the intermediate level.

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

School Administrators and our data specialist will analyze the summative data to create intervention plans and next steps to support ELL instruction for students.

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.]

5. Our Ell students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodic assessments. Our school uses this model for ELLs to determine whether students are benefiting from an instructional program within a reasonable time. Also, to build more effective instructional programs for students who are in need of more intensive services/instruction. In addition, we designed effective individualized instructional programs for both ELLs who receive general education and special education services using the RTI model. Our school uses Fountas and Pinnell as a baseline assessment for RTI and based on this data instruction is differentiated for students.

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].)

The data reveals that NYSTELL scores were evenly matched across T proficiency levels with students receiving scores of Beginner/Entering, Intermediate/Transitioning, Advanced/Expanding, or Proficient/Commanding on the NYSTELL. The data reveals that most ELLs score at the Proficient(P) Level on one or more parts of the NYSESLAT; since students score at the B/E (17%), I/T (24%), A/E (20%) E/ (29%),1 P (10%) level on one or more parts and are not scoring Proficient on all parts of the assessment, this results in them receiving a score of B/E, I/T, A/E or P as the overall score. The patterns across the NYSTELL and NYSESLAT data reveal that across proficiency levels ELLs is that they require additional vocabulary development and intensive building of background knowledge across science and social studies non fiction areas, reading strategies for non-fiction texts and intensive yet differentiated instruction of writing strategies and critical thinking skills for ELLs.

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

The school net data tool will be used to make the adjustments to our ELL programs.

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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.

      The Organizational model for ESL instruction is that the ESL teacher works with students in a pull-out/push-in program. Our students are grouped for instruction based upon their academic needs and strengths. Students are
assessed by their teachers to determine intervention services and additional academic support. Student work samples, summative and formative testing results determine the frequency of additional academic support for students throughout the school. Also, our ESL teacher provides the required ESL instruction for each student to maximize their learning.

1 b. Our school uses the push-in and pull-out program model for ESL instruction. In the self-contained special education class and Integrated Co-Teaching classes, the teachers push-in for instruction.

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

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

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In the ESL programs, students are taught by one ESL teacher and one bilingual teacher. Ms. Ragguette services ELLs using the push-in model. Ms. Hernandez also services a using the pull-out model. The ESL teacher services students from K-5, both ELLs and ELLS/SWD disaggregated by grade level based on English proficiency level: Beginner (B), Intermediate (I), and Advanced (A). B/I meet for 8 periods a week. The Advanced students meet for 4 periods a week. The ESL teacher uses Treasure Chest Program materials that are Science and Social Studies and ELA based ESL curriculums.

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.

In the general education classes where ELL students receive instruction in mathematics by their general education teacher. The Science and Social Studies teachers push into the classes provide instruction in English. The ESL teacher uses the Treasure Chest Program an ESL program taught in English and the Brain Pop internet program that specifically covers Science, Social Studies, Mathematics and ELA topics in Spanish and Brain Pop ESL taught in English.

In the ESL pull-out program the teacher prepares to make sure of the following:

1.) Concepts taught are directly linked to students’ background experience. This experience can be personal, cultural or academic. The teacher explicitly makes links between past learning and new concepts. The teacher ensures that key vocabulary is emphasized. New vocabulary is presented in context and the number of vocabulary items is limited. In addition, the teacher ensures comprehensible input by using speech that is appropriate for students’ language proficiency and making the explanation of the tasks clear using step-by-step manner with visuals. Also, the teacher uses a variety of techniques to make content concepts are clear and focus the students’ attention selectively on the most important information. In the ESL program the following strategies are used to make content more comprehensible for students. We provide several opportunities for students to use learning strategies for reading, vocabulary and writing across content areas; these strategies are taught through explicit instruction so that students develop independence in self-monitoring. 2.) We consistently use scaffolding techniques throughout the lesson. 3.) We introduce a new concept using scaffolding and decrease support as time goes on. 4.) The teacher models with think-a-louds, 5.) The teacher asks students questions using a variety of question types to promote higher level thinking skills.

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

We ensure that ELLs are appropriately evaluated in their home language by the ESL teacher testing students during the beginning, mid year and end 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

When we differentiate instruction for out SIFE students, we also offer additional instructional and intervention opportunities during the instructional day and after school programs. Our school analyzes and considers the needs of SIFE ELLs by giving them opportunities to have peer buddies, mainstreaming opportunities and focused leveled instruction through push-in and pull out services.

b. When we differentiate for ELL students who have been in the United States less than three years, the teacher differentiates their instruction. Our students who have 4-6 years of service or who are long-term ELL students, receive focused-leveled pull-out instruction from our ESL teacher. Also, these students are mainstreamed into a monolingual class for literacy and mathematics.

Our students who have 4-6 years of service or who are long-term ELL students receive focused-leveled pull-out instruction from our ESL teacher. Also, these students are mainstreamed into a monolingual class for literacy and mathematics.

Long-term ELL students are provided with rigorous differentiated instruction. We provide small group instruction, scaffolding, audio-visual technology and re-wording instruction in both mathematics and ELA into simple steps.

We continue to provide students with ESL services. In addition these services are supplemented with Saturday and after-school ESL, ELA and mathematics programs.

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?

ELLs-SWD have the opportunity to work with ELLs without disabilities in push-in and pull-out services for literacy, science, social studies during the day. After school, both groups of students work together in the ELA, math preparation and Sports and Arts in School Foundation programs. Instructionally, we are flexible in that we use writing assessments that allow for the various usage of writing mechanics.

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?

Our school uses instructional and flexible scheduling to meet the needs of our ELL students and -SWD. The ESL teacher pushes into our Integrated Co-Teaching classes to provide ESL instruction to students.

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.

When the school creates groups for Inquiry / Extended Day programs, we use reading and mathematics data to form these programs and to target instruction for students. We also, target the interventions which address the needs of students. We provide the students, guided reading support and vocabulary development skills based on their reading levels and NYSESLAT results. The ESL program provides targeted interventions for ELLS in both reading, writing, for the ELA/ NYSESLAT scores. In addition, we use the Wilson and Fundations reading programs, Words Their Way phonics program, the Treasure Chest ESL Literacy program and Earobics software in English and Imagine Learning English, a technology-based language acquisition program for ELL student.

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

We have an inquiry focus for selected students, morning afterschool and Saturday program opportunities for students.

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

None.

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

ELL students are afforded the opportunity to be apart of a Inquiry focus, SISTAH and Man Up Global conflict resolution programs, Good Shepherd Services Inc., Ballet Tech, Pencil Partnership, and Sports and Arts in School Foundation, within our school community. We provide ELL parents information about these programs in their native language. We also have information sessions where we invite ELL parents formally to enroll their students in programs. In addition, we use Title III
funds to provide supplementary instruction. Also, after school programs are provided to ELL students in preparation for the NYSESLAT, ELA and MATH exams. The goals of the ESL program are to enable students to learn English and to support their success in all content area and classroom instruction. The direct instruction provides students in grades K-5 with the opportunity to acquire background knowledge in Science, Social Studies and non-fiction content. ELL students in K-2 who scored below proficiency are provided with the opportunity for NYSESLAT test preparation instruction. In addition, we will also service ELLs in the 3rd, 4th, and 5th grades who scored a level 3 and below in an ELA and Math test prep programs. The K-2 NYSESLAT program for ELLs meet Tuesdays and Thursdays 3:30PM-5:30 pm from November until April. This program encourages English Language Proficiency in all 4 language areas across the content areas. The program will integrate academic language encountered by ELLs in all content areas. The teachers will employ whole language, SIOP, the Natural Approach and TPR. The 3-5 ELA/Math Program for ELA and Math meets Mondays and Fridays 2:30-4:30 pm and Saturdays from 9am-1pm from November until May. It will focus on continued work in writing and composition, and mathematical skills including word problems that challenge ELLs. The language of instruction for both programs will be English. There will be 4 groups of 6 students in each program with 8 teachers. Materials: NYSESLAT Prep Books, ELA and Math Prep Books, Content Area Libraries, and supplies such as notebooks, folders, charts etc.

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.

All required support services are for the appropriate grades and age for ELL students. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLs in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own literature. We use the Brain Pop internet program and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support.

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

Native language support is systematic. We provide support in the ESL classroom provided by the ESL teacher and in the form of glossaries, dictionaries, and materials in the native languages represented by ELLs. In addition, school personnel who can provide support to students during the school day should be utilized to provide clarification for ELLs (in their native languages) who may be struggling with content and concepts in their subject-area classes. We group students of the same language for certain activities so that they can assist each other and respond in their native language. We also extend these strategies to after and before school programs as well as summer school.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

All required support services are for the appropriate grades and age for ELL students. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLs in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own literature. We use the Brain Pop internet program and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support.

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 required support services are for the appropriate grades and age for ELL students. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLs in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own literature. We use the Brain Pop internet program and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support.
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).

We provide the following as supports to assist newly enrolled ELL students before the start of the school year: Every child is given a suggested reading and writing assignment for their specific grade level to help acclimate them to the work level and schedule within their age and grade. We also have informational sessions on the ELL Programs, and the Assessments that the students in their grade will be required and prepared to take during that school year. We provide additional after school program support information so that the parents have knowledge of many options for learning assistance at the school.

17. What language electives are offered to ELLs?

When the school creates groups for Inquiry / extended day use data in order to form these groups and provide targeted interventions that address the needs of these students- we provide the students guided reading support and vocabulary development skills based on their reading levels and NYSESLAT scores. The ESL program provides targeted interventions for ELLs in both reading, writing, for the ELA/ NYSESLAT results. The Bilingual teacher provides her students with ELA/ NYSESLAT preparation programs as well as afterschool opportunities in Spanish. All other ELLs receive ELA, Math, and NYSESLAT preparation in English after school opportunities. Our school uses Wilson and Fundations reading programs, Words Their Way phonics program, the Treasure Chest ESL Literacy Program and Earobics software in English and Imagine Learning English a technology based language acquisition program for ELL student depending on their on the guided reading group and writing group level as per Fountas and Pinnell and their LAB-R / NYSESLAT results. Students who reach proficiency levels on the NYSESLAT after two years of continued ESL services are given the opportunity to receive monolingual classes in both reading and mathematics. In addition, opportunities are given to these students to act as a buddy / peer tutor to other students. The ELL teacher ensures that students receive ELL testing accommodations; it is ensured that former ELLs participate in the school’s supplemental ELL programs if the activities would further benefit the language development of participating students.

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)?

Not applicable for our school because we do not have Dual Language programs.

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?

1.) ELL teachers are given a professional growth opportunity plan: (PGO). Opportunities for intervisitation, smart board training, instructional walks, instructional work shops and study groups are the examples of professional development opportunities at Community School 300.

2.) Professional development opportunities for Ready Gen and Go Mathematics, Fountas and Pinnell and training in the Units of Study.

3.) Saturday program opportunities, activities and clubs for students.

4.) Our school administrators provide for flexible scheduling opportunities. Our ESL teacher plans with grades teams during weekly common planning times as well as weekly common planning time for all special education teachers. Professional development opportunities for Ready Gen and Go Mathematics, Fountas and Pinnell and training in the Units of Study.

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2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

Our school administrators provide for flexible scheduling opportunities. Our ESL teacher plans with grades teams during weekly common planning times as well as weekly common planning time for all special education teachers.

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?

Our Pupil Accounting Secretary, ESL teacher and Parent Coordinator conduct a parent orientation session for families which details information about our school, curriculum and instruction and ESL/ELL programs offered at our school. In addition, this process occurs weekly as new students register throughout the year. Our ESL Team facilitates the HLIS and the parents and child are interviewed immediately. If the school can not provide the translation at our school, we inform school administrators, who arrange for the translation services and subsequent interview in the home language. If LAB-R eligible, the student is administered the LAB-R; if they score below proficient, the ELL teacher issues an Entitlement Letter addressed to the parent with the child. In the Entitlement letter, the parents are invited to the Parent Orientation session within ten days of their child’s admission to the school. During Parent Orientation session, the parents view a video about ESL education and are then provided with the Parent Survey and Selection forms to be completed at the time of the meeting. If the parent chooses to fill it out at home, the ELL teacher provides a due date for the form to be returned. After the date has passed, the ELL teacher calls the home to remind the parents that the form needs to be returned by a specific date. The ELL teacher, continues to outreach to families about our ESL programs throughout the school year.

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

Our parent book club, parent workshops throughout the school year and parent engagement meetings.

Additional Information

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

Paste response here:
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, Venessa Singleton, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

**School Name:** Community school 300  
**School DBN:** 12X300  

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>Venessa Singleton</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Danielle Smith</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jean Marie Blair</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Carol Ragguette</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Dilenia Fernandez</td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Myriam Miller</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Denise Tarrats</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Olga Fotinis</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jennifer Nybro</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Liz Harrington</td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jacqueline Rosado</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Janet Franco</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
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>Danielle</td>
<td>Smith</td>
<td>Assistant Principal</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

The data and methodologies we use to assess our Community School 300 X written and oral interpretation needs to ensure all parents are provided with appropriate and timely information in a language they can understand is as follows: CS300X provides and collects from newly registered parents; Home Language Identification Survey (HLIS) and emergency contact information card. In Part 3, Questions 1 and 2, of the HLIS, the parents are asked the following questions-1. "In what language would you like to receive written information from the school?" Also, question: 2. "In what language would you prefer to communicate orally with the school staff?" In addition, on the emergency contact information card, parents are asked to identify and write on the emergency contact information card their “preferred language of communication” in written and or oral communication. The Pupil Accounting Secretary, English as a Second Language Coordinator as well as the Parent Coordinator, keep records of this information in the Home Language Report (RHLA). According to the data compiled on the RHLA for the whole school, we have discerned that that our school requires written translation and oral interpretation needs in Spanish, Soninke and French and Hausa. The family needs break down of languages are as follows:- 149 out of a total of 604 students or 25 percent of parents require Spanish translation; the parents of 9 students of a total of
the parents of 604 or less than 1 percent of our parents need translation in Soninke. In addition, less that .05 percent requires translation in French, Hausa and Fulani. At the time of registration at C. S. 300, families complete Home Identification Language Surveys, ESL Coordinator, Pupil Accounting Secretary and Parent Coordinator work with potential families and our Parent Coordinator provides families with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation service in their native language at our school and our school needs assessment survey. Pedagougues also interview the parents about what their language translation and interpretation needs are. The current structures in place for sharing these finding with this school community are as follows: first we notify the parents of incoming students during parent orientations sessions at through out the year that we provide translation and interpretation services for them. In addition, we also notify the teachers of the students who need these translation services in their particular classes so that all communications- written correspondences and oral communications are translated in those languages and given to the students whose families we have identified as needing these services.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>50 %</td>
<td>English</td>
<td>50%</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish</td>
<td>40%</td>
<td>Spanish</td>
<td>40%</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>5%</td>
<td>French</td>
<td>5%</td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>5%</td>
<td>Arabic</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

N/A

Part B: Communications Calendar & Language Services

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendars</td>
<td>monthly</td>
<td>ESL teacher and coordinator</td>
</tr>
<tr>
<td>Parent letters</td>
<td>monthly</td>
<td>ESL teacher and coordinator</td>
</tr>
<tr>
<td>Parent engagement notifications</td>
<td>monthly</td>
<td>ESL teacher and coordinator</td>
</tr>
<tr>
<td>School messenger</td>
<td>weekly</td>
<td>automatic translations</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>PTA Meetings</td>
<td>Monthly (September - June)</td>
<td>ESL teacher and coordinator, also the Language Interpretation Unit</td>
</tr>
<tr>
<td>Parent - Teacher Conferences</td>
<td>September, November, March and May</td>
<td>ESL teacher and coordinator, also the Language Interpretation Unit</td>
</tr>
<tr>
<td>Curriculum Night / Meet the Teacher</td>
<td>September / May</td>
<td>ESL teacher and coordinator, also the Language Interpretation Unit</td>
</tr>
<tr>
<td>CEC Meetings</td>
<td>Monthly (September - June)</td>
<td>District support for Interpretation services</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.

Usage of Class Do-Jo, school messenger app, fliers, written communication and PTA meetings. Also, our school will outreach to the District Field Language Access Coordinator for assistance in additional languages not covered.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

This, Ms. Smith will conduct a professional development with staff on Chancellor’s Regulations A-663.

Part D: Providing Notice of Language Assistance Services

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

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

Our ESL team, Parent Coordinator and school community will ensure that necessary requirements for translation and interpretation services are followed.
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?

School survey results, School Leadership Team and needs assessment surveys.