2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 09X311
School Name: LUCERO ELEMENTARY SCHOOL
Principal: KATTIA CUBA
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>Lucero Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN)</td>
<td>09X311</td>
</tr>
<tr>
<td>BEDS Code</td>
<td>320900010311</td>
</tr>
<tr>
<td>Grades Served</td>
<td>K-5</td>
</tr>
<tr>
<td>School Address</td>
<td>1425 Walton Avenue, Bronx, NY 10452</td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-681-8701</td>
</tr>
<tr>
<td>Fax</td>
<td>718-681-8707</td>
</tr>
<tr>
<td>School Contact Person</td>
<td>Kattia Cuba</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:Kcuba2@schools.nyc.gov">Kcuba2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal</td>
<td>Kattia Cuba</td>
</tr>
<tr>
<td>UFT Chapter Leader</td>
<td>Alourdes Monestime</td>
</tr>
<tr>
<td>Parents’ Association President</td>
<td>AidetZainos</td>
</tr>
<tr>
<td>SLT Chairperson</td>
<td>AlourdesMonestime</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Ma Rosa Salazar</td>
</tr>
<tr>
<td>Student Representative(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative</td>
<td>N/A</td>
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</table>

### District Information

<table>
<thead>
<tr>
<th>Geographical District</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Leticia Rodriguez Rosario</td>
</tr>
<tr>
<td>Superintendent’s Office Address</td>
<td>1245 Washington Avenue, Bronx, New York 10456</td>
</tr>
<tr>
<td>Superintendent’s Email Address</td>
<td><a href="mailto:LRosario2@schools.nyc.gov">LRosario2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number</td>
<td>718-579-7143</td>
</tr>
<tr>
<td>Fax</td>
<td>(718) 410-7017</td>
</tr>
</tbody>
</table>

### Field Support Center (FSC)
Bronx Executive Director: Jose Ruiz

Executive Director’s Office Address: 1230 Zerega Ave., Bronx, NY 10462

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: 718-828-7776 or 718-741-8895  Fax: N/A
### 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>Kattia Cuba</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Alourdes Monestime</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>AidetZainos</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>EstefaniSierra</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Isabel Ruiz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Margarita Bravo</td>
<td>Member/ Parent</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>Claudine Galbraith</td>
<td>Member/Principal Designee</td>
<td></td>
</tr>
<tr>
<td>Ana Rodriguez</td>
<td>Member/ UFTMember (Teacher)</td>
<td></td>
</tr>
<tr>
<td>David Pitshone</td>
<td>Member/ UFTMember(Teacher)</td>
<td></td>
</tr>
<tr>
<td>Betsaida Camacho</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Tricia O'Donnell</td>
<td>Member/Principal Designee</td>
<td></td>
</tr>
<tr>
<td>Modelo Pantaleo</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Member/</td>
<td></td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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<tr>
<td>N/A</td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development

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

Based on robust research, the six elements of the Framework identify the areas that we must improve to increase student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.
In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

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

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

At Lucero Elementary School, our vision is to develop individuals that are active participants in the social, economic, and political systems of our world and who apply what they have learned to care for the world in which they live and find solutions to the challenges of the twenty-first century.

Our mission is to cultivate 21st century, college-bound learners who embark on gaining a rich understanding about the issues impacting the local and global communities of which they are a part and who become equipped with the academic, inter-personal, and technological skills necessary for growing into participatory citizens who generate solutions for a better world. At Lucero Elementary School, students will become the Einsteins of social ideas and solutions. When one of our students shines brightly, so does the world.

OUR LUCERO “PEACE” VALUES are the foundation that drives every aspect of our activities:

● Perseverance: We tirelessly pursue our goals, especially when the work gets tough.

● Enthusiasm for Learning: We make our learning joyful and worthwhile by being mentally and physically industrious every day.

● Activism for Social Justice: We are aware citizens who care about our local and global communities and take action to make the world shine brightly.

● Collaboration: We work productively, attentively, and respectfully to achieve the best results for the whole team.

● Empathy: We care about others by placing ourselves in their shoes to better understand their feelings, thoughts, and experiences.

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.

Research-based planned instructional practices promote rigorous, sustainable, and engaging quality classroom interactions to ensure that we achieve our over-arching school mission. To set the tone for how our school will continue to approach instruction and learning, professional development focusing on our school’s mission, vision, core values, essential intellectual skills, and character traits to be developed is provided in the first week of our summer planning institute. Teachers learn to understand how each of the aforementioned components inter-relate with one another on a daily basis to ensure that we achieve the mission of our school. Teachers are provided with and trained on how to implement the Common Core aligned curriculum units of study across all subject areas.
Following is a table of the current demographic breakdown of students at Lucero Elementary School (last snapshot taken October 2017):

<table>
<thead>
<tr>
<th>School Level</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>elementary</td>
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<td>100%</td>
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<table>
<thead>
<tr>
<th>Gender</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>213</td>
<td>56.35%</td>
</tr>
<tr>
<td>Female</td>
<td>165</td>
<td>43.65%</td>
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<table>
<thead>
<tr>
<th>Ethnicity</th>
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<tbody>
<tr>
<td>Hispanic</td>
<td>348</td>
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</tr>
<tr>
<td>American Indian or Alaskan Native</td>
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<td>0.26%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0.26%</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Black</td>
<td>26</td>
<td>6.88%</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
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<tr>
<td>Multi-racial</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Not Reported</td>
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<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Learners (ELL)</th>
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</tr>
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<tbody>
<tr>
<td>ELL</td>
<td>173</td>
<td>45.77%</td>
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<table>
<thead>
<tr>
<th>Special Education (Total students with IEPs excluding PreK)</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>22.22%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent of students with IEPs at this school who:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>receive Related Services only</td>
<td>8</td>
<td>9.52%</td>
</tr>
<tr>
<td>spend less than 20% of the week receiving Special Education classroom services</td>
<td>28</td>
<td>33.33%</td>
</tr>
<tr>
<td>spend between 21 and 59% of the week receiving Special Education classroom services</td>
<td>2</td>
<td>2.38%</td>
</tr>
<tr>
<td>spend &gt;60% of their week in Integrated Co-Teaching (ICT) classes</td>
<td>27</td>
<td>32.14%</td>
</tr>
<tr>
<td>received Self-Contained services &gt;60% of the week</td>
<td>19</td>
<td>22.62%</td>
</tr>
<tr>
<td>records in progress</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Data as of July 23, 2018, provided by ATS and refreshed mid-month.

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

The majority of our students are Hispanic, English Language Learners. Due to this demographic and the overwhelming demand of the community for bilingual services, Lucero offers Dual Language programming that gives the opportunity for our students to preserve and celebrate their own culture, while learning the new second language and culture.

Teachers in the Dual Language program will follow the same instructional plan as the general education section of the school. They use sheltered instruction approaches to serve ELLs in the program and differentiate for all learners as gleaned from assessment data.
In the Grade K Dual Language classrooms, instruction is offered through the 80/20 model. In Grade K instruction is provided in the following manner: Literacy and Mathematics instruction in Spanish (80%) and Science and Social Studies in English (20%) so that we can “front-load” the Spanish language to ensure greater success in the program as they move along year to year.

In Grade 1-5 Dual Language classrooms, instruction is offered through the 50/50 model. The classes in Grade 1, 2, 3, and 5 are side by side models. The classes in grades K and 4 are self-contained model (due to the K 80/20 model and physical space and no counterpart classroom in Grade 4). Grade K-5 teachers provide all content areas in both English and Spanish. Every day, the classes will learn in both English and Spanish so that they receive 100% of their literacy time in both languages throughout the year. They will switch language of instruction and receive continued instruction in all subject areas in the opposite language. Thus, students will receive 50/50 in both English and Native Language Arts. In Grade 1, 3 and 5, one Dual Language classroom on each grade will also have a Dual Language ICT class to support students with IEPs.

Students are assessed in both languages across all subject areas. Teaching points are identified by teacher teams for each lesson delivered across the subject areas. Teachers create assessment spreadsheets to go along with each lesson to compare what students should be able to do by the end of the lesson with what they actually are able to do after a lesson. For example, for a lesson that focuses on how to reference poetry in order to locate answers to questions that evidence thinking, teachers might identify the following assessment checkpoints:

- Student is able to refer use stanza and line when referencing the text.
- Student is able to evidence their thinking with accuracy.

Thus, teachers across the grade are able to monitor for the same skills and use this data to refine instructional practices and the curriculum unit plans. ELA and NLA standards are used to identify teaching points (objectives) and to develop assessment checkpoints.

Teachers use the Fountas and Pinnell and iReady reading assessments to assess reading fluency and comprehension in both English and Spanish. Each kit provides teachers with tools to identify the independent and guided reading level of each student. Data gleaned through the assessment helps teachers to identify a focus for instruction. This assessment is used 3 times per year as a diagnostic, formative, and summative assessment of reading.

Performance tasks at the beginning and end of each unit, and completion of literacy and math units help teachers to determine growth in specific units and targeted standards. Rubrics help to identify learning targets, so that growth may be ascertained.
In addition, students are informed of the data collected and are taught how to self-assess and set goals. They assess themselves on rubrics and reflect upon the attainment of goals.

Teachers meet in teams once per week to review the data gleaned through daily formative assessments (e.g. writing, publishing pieces, observations, assessment checkpoints) and periodic assessments. Teachers use protocols to ensure a structured approach towards reviewing data. They use information gleaned through the review to make revisions to units of study, lessons, or to differentiate parts of lessons to meet the needs of specific students.

All units of study are aligned to the Common Core Learning Standards (CCLS). Units of study evidence planning to address the needs of ELLs and the English dominant students in the Dual Language program. Rubrics use the CCLS as a tool for development, as it allows teachers to accurately align instruction to the standards. In addition, the Tri-State Rubric for Quality Instruction in Literacy and Math units of study (supported by Engage NY) help teachers to identify tangible characteristics that ensure rigor in lesson planning. The Tri-State rubric addresses 4 dimensions in lesson and unit planning including: 1) Alignment to the Rigor of the CCLS, 2) Key Areas of Focus in the CCLS, 3) Instructional Supports, and 4) Assessment. The rubric offers teachers a common language in regards to defining rigor in a concrete manner.

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.

The elements of the Framework for Great Schools that we made the most progress in and demonstrated success over the previous school year (2017-18) include the following:

**Rigorous Instruction**: We have made the most progress in providing students with rigorous instruction on our 2016-17 Quality Review, compared to the 2014-15 Quality Review.

**Findings**
Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.

**Impact**
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks.

**Supporting Evidence**
-Staff believes that students learn best when learning is authentic and provides opportunities for creative and critical thinking. The Instructional focus is inquiry learning in math, workshop model, providing authentic reading and writing
experiences, close reading strategies, guided reading, and implementing the Math Congress. In most classroom visits, teachers were adhering to the structure of the workshops, conducting mini-lesson, modeling, guided, independent practices and the share component was observed. For example, in fourth grade class, students were reading closely and using text structure to determine how the author structured the informational text. Students were engaged in a mini-lesson on the rug and discussed aspects of the text as a group and then with a partner. In another grade five math class, the investigation by students centered on an inquiry word problem connected to baking a strawberry shortcake. Students worked in groups and used close reading to highlight key details in the problem.

As a Dual Language Bilingual School that serves over fifty-four percent English Language Learners, teachers and school leader shared the need to ensure tiered task are created to provide entry points for students. The Differentiation Menu is created for units and drives the plans for activities that vary content, process, and product. In a third-grade dual language classroom students were grouped by language levels and charged with locating details, sentence complexity, punctuation and grammar related to a common text. A checklist was used to support students in identifying how an author organizes text. Teachers use sentence starters, graphic organizers, level texts, varying levels of Webb’s Depth of Knowledge (DOK) for questions, customized learning center activities, and language supports provide entry points into learning. In math, the emphasis on visual representations and creating models assists in building conceptual understanding. In a grade two math lesson students were solving real-life problems using additional and subtraction. Students were working in groups with access to various strategies they could employ to get entry into the problem.

The implementation of Math Congress has allowed students to share their thinking and exposing other strategies to students on how they could solve problems. In a fifth-grade lesson, students were working in five groups, talking about options and approaches to solving the problem. The teacher calls the group back to the rug and selects a student and displays the work for the class to see. The teacher probes the student about the approach used to begin solving the problem, could objects or picture help, does the answer make sense and other questions to understand the students’ thinking. Math games provide differentiated options for partnerships to explore and practice new concepts. Across classrooms, students turned and talked relying on questions posed by the teacher. In a self-contained class the questions posed by the teacher did not advance dialogue among students. In most classrooms, the discussion was managed by the teacher and occurred mostly with teacher support. Students worked in groups but rarely sought support from peers. Questions posed by the teachers did not trigger discussion among students. Lessons seen linked to real world applications with the options for sharing at end of lesson.

**Supportive Environment:** The school maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. (Evidenced by our rating of “Well-Developed” on Indicator 1.4 on the 2016-17 Quality Review)

**Collaborative Teachers:** The teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Evidenced by our rating of “Proficient” on Indicator 4.2 on the 2016-17 Quality Review)
Findings
Teachers are involved with collaborative inquiry using protocols and action plans. Distributive leadership structures allow teachers to be active in the school.

Impact
Protocols and action plans guide teachers’ work to further the goals of the schools and strengthened pedagogy through the implementation of the Common Core Learning Standards including the instructional shifts. Teacher leadership opportunities results in shared governance focused on improved student learning across the school.

Supporting Evidence
- Teachers meet weekly to look at student work and assessments in literacy, additional sessions are scheduled to go deeper into ensuring pacing and lessons meet their diverse learners’ needs based on data. In math, teachers plan inquiry-based lessons using Exemplars and Context for Learning resources with the goal of increasing student engagement and planning for differentiation. Instructional coaches support teams in using data and provide individual support to teachers. Teams maintain meeting documents inclusive of a focus, minutes, and next steps for follow up and tracking assignments of team tasks. Teachers determine next steps for groups of students ranging from performance far below to exceeding standards. For example, following the analysis of the opinion writing assessment, teachers sorted data by levels indicating percentages and number of students assigned by levels. All teacher teams continually select a few of the class work products to look closer at, noting specific evidence of students understanding and documents their plans using Inquiry Cycle Action Plan.

- Staff shared that they appreciate the collaborative culture that exists and that staff has the opportunity to grow in this environment. Grade leaders meet together weekly and focus their work on school wide initiatives, sharing, communicating ideas and information back to their home teams. Teachers play active role in the school such as coordinating the Community Circle activity weekly, leading the Wellness initiatives, Student Council, art, newsletters, and other activities. Teachers lead and participate in instructional rounds in teams that have been arranged based on problems of practice submitted by peers. Paraprofessionals are trained in a reading intervention technique provide one to one tutoring for targeted students. Participation in hiring and development of selection criteria are aligned to the PEACE values. The principal shared that “There is great value placed in this community on collaboration and ownership.”

- During the teacher team observations, grade one teachers examined pre-and post-assessments to look for growth and identify additional areas to work on. Teachers were using laptops to access student specific data and discussed changes for the next unit based on the data and student work. The team suggested adding two other models with the conclusion and having students talk about options for the ending. Teachers also shared successful strategies used with colleagues and tools used that were helpful for English Language Learners. Teams follow a cycle for their work, teachers shared the focus for grade one was close reading. Teams work together to identify learning outcomes which are designed using student friendly format. The use of “I can” statements such as “I can use close reading ritual to organize my thinking” or I can read for the gist of the text by note-taking loose words or short phrases.” Strategies are shared to support students meeting the learning targets and possible options to differentiate lessons are documented on the Differentiation Menu for the unit.

Effective School Leadership: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2016-17 Quality Review)
High expectations are communicated through staff handbook, newsletters, email, and ongoing cycles of professional development. The teachers' weekly newsletters are aligned to specific aspects of Danielson Framework for Teaching that the community is focusing upon. For example, the purposeful use of charts as instructional footprints to support content understanding are linked demonstrating knowledge of content and pedagogy. Expectations for classroom management is highlighted under administrative section of the newsletters and all items are aligned to the Danielson Framework for Teaching. The weekly news provides upcoming events, highlight of good practices and expectations including effective use of charts, inquiry in mathematics, assessments, lesson planning and school culture. The instructional focus is to support teachers implementing the workshop model and this area was revisited throughout the year. Teachers attend a week of professional development in the summer to help them to begin the year with clear methods to teach using the workshop model, support with group strategies, questioning and use of mathematical practices. Teachers commented that the school leader partners with them to meet expectations by co-teaching lessons, modeling and engaging in open dialogue through teams, and observation feedback.

-Expectations for college and beyond are reinforced in the core values of Perseverance, Enthusiasm for learning, Activism for social justice, Collaboration, and Empathy (PEACE). The PEACE values and mission is to cultivate college bound learners equipped with academic, inter-personal and technological skills to participate in the global society. The Community Circle brings all members of the school together to meet weekly and focus deeply on one of the core values. Teachers communicate progress and recognition of growth toward core values to families through phone calls and written comments shared in the Parent Communication Folders every Friday.

**Strong Family-Community Ties:** School leaders and staff consistently communicate high expectations with an emphasis on the instructional focus and Danielson Framework for Teaching. The administrator and teachers effectively communicate and partner with families communicating expectations and progress connected to college readiness. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2016-17 Quality Review)

-Partnership with parents results in ongoing communication regarding progress using a messaging system that allows parents to interface with school personnel. Parents shared that teachers provide feedback to families and are always available to support them. Teacher shared that welcoming families in for meetings, email, use of Tuesday time, and phone calls are some ways they communicate. First grade teachers are piloting a new initiative whereby fifteen-minute time slots are scheduled to check in with families regarding the progress towards learning and using high frequency words and movement towards attainment of reading goals. During the parent meeting, parents stated that families are partners and twice a month they engage in learning walks. During these walks, parents visit classrooms, see instructional strategies, and learn about the instructional shifts and Common Core Learning Standards. Parents shared that regular communication occurs with staff, and on Fridays the Community Circle keeps them informed about the expectations for learning and college and career readiness. During the Principal Choice, parents were participating in an immigration session which was a result of recent questions and concerns among families that was organized by school staff.
Trust: The school community maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults (Evidenced by our rating of “Well-Developed” on Indicator 1.4 the 2016-17 Quality Review).

Although all six areas of the Framework for Great Schools will be addressed, our priority areas of focus, deriving from the Framework for Great Schools (and through the 2016-17 Quality Review feedback), for year 2017-18 include the following:

Rigorous Instruction: (though our school received a rating of Proficient, this was identified as the area of focus to meet the highest tier--well0-developed--on the Quality Review rubric.

Findings
Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.

Impact
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks. However, discussion and questioning among students did not reflect high-order thinking skills and there was limited use of strategic scaffolding of curricula to ensure access by all learners.

Supporting Evidence
-Staff believes that students learn best when learning is authentic and provides opportunities for creative and critical thinking. The Instructional focus is inquiry learning in math, workshop model, providing authentic reading and writing experiences, close reading strategies, guided reading, and implementing the Math Congress. In most classroom visits, teachers were adhering to the structure of the workshops, conducting mini-lesson, modeling, guided, independent practices and the share component was observed. For example, in fourth grade class, students were reading closely and using text structure to determine how the author structured the informational text. Students were engaged in a mini-lesson on the rug and discussed aspects of the text as a group and then with a partner. In another grade five math class, the investigation by students centered on an inquiry word problem connected to baking a strawberry shortcake. Students worked in groups and used close reading to highlight key details in the problem.

-As a Transitional Bilingual School that serves over fifty-four percent English Language Learners, teachers and school leader shared the need to ensure tiered task are created to provide entry points for students. The Differentiation Menu is created for units and drives the plans for activities that vary content, process, and product. In a third-grade dual language classroom students were grouped by language levels and charged with locating details, sentence complexity, punctuation and grammar related to a common text. A checklist was used to support students in identifying how an author organizes text. Teachers use sentence starters, graphic organizers, level texts, varying levels of Webb’s Depth of Knowledge (DOK) for questions, customized learning center activities, and language supports provide entry points into learning. In math, the emphasis on visual representations and creating models assists in
building conceptual understanding. In a grade two math lesson students were solving real-life problems using additional and subtraction. Students were working in groups with access to various strategies they could employ to get entry into the problem.

-The implementation of Math Congress has allowed students to share their thinking and exposing other strategies to students on how they could solve problems. In a fifth-grade lesson, students were working in five groups, talking about options and approaches to solving the problem. The teacher calls the group back to the rug and selects a student and displays the work for the class to see. The teacher probes the student about the approach used to begin solving the problem, could objects or picture help, does the answer make sense and other questions to understand the students’ thinking. Math games provide differentiated options for partnerships to explore and practice new concepts. Across classrooms, students turned and talked relying on questions posed by the teacher. In a self-contained class the questions posed by the teacher did not advance dialogue among students. In most classrooms, the discussion was managed by the teacher and occurred mostly with teacher support. Students worked in groups but rarely sought support from peers. Questions posed by the teachers did not trigger discussion among students. Lessons seen linked to real world applications with the options for sharing at end of lesson.
### School Demographics and Accountability Snapshot for 09X311

<table>
<thead>
<tr>
<th><strong>School Configuration (2018-19)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Configuration</strong></td>
<td>0K,01,02,03,04,05</td>
</tr>
<tr>
<td><strong>Total Enrollment (2017-18)</strong></td>
<td>402</td>
</tr>
<tr>
<td><strong>SIG Recipient (Y/N)</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Language Learner Programs (2018-19)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Transitional Bilingual</strong></td>
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<tr>
<td><strong>Dual Language</strong></td>
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<tr>
<td><strong>Self-Contained English as a Second Language</strong></td>
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</tr>
<tr>
<td><strong>Special Education Programs/Number of Students (2015-16)</strong></td>
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<tr>
<td><strong># Special Classes (ELA)</strong></td>
<td>3</td>
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<tr>
<td><strong># SETSS (ELA)</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong># Integrated Collaborative Teaching (ELA)</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong># Special Classes (Math)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong># SETSS (Math)</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong># Integrated Collaborative Teaching (Math)</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Types and Number of Special Classes (2018-19)</strong></td>
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<tr>
<td><strong># Visual Arts</strong></td>
<td>21</td>
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<tr>
<td><strong># Music</strong></td>
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<tr>
<td><strong># Dance</strong></td>
<td></td>
</tr>
<tr>
<td><strong># CTE</strong></td>
<td></td>
</tr>
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<td><strong>Student Performance for Elementary and Middle Schools (2017-18)</strong></td>
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</tr>
<tr>
<td><strong>ELA Performance at levels 3 &amp; 4</strong></td>
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</tr>
<tr>
<td><strong>Mathematics Performance at levels 3 &amp; 4</strong></td>
<td>43.4%</td>
</tr>
<tr>
<td><strong>Science Performance at levels 3 &amp; 4</strong></td>
<td>65%</td>
</tr>
<tr>
<td><strong>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</strong></td>
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</tr>
<tr>
<td><strong>ELA Performance at levels 3 &amp; 4</strong></td>
<td></td>
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<tr>
<td><strong>Global History Performance at levels 3 &amp; 4</strong></td>
<td></td>
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<tr>
<td><strong>4 Year Graduation Rate</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Regents Diploma w/ Advanced Designation</strong></td>
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<tr>
<td><strong>Student Performance for Elementary and Middle Schools (2017-18)</strong></td>
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</tr>
<tr>
<td><strong># of Assistant Principals (2016-17)</strong></td>
<td>0</td>
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<tr>
<td><strong>% of Teachers with No Valid Teaching Certificate</strong></td>
<td>0%</td>
</tr>
<tr>
<td><strong>% Teaching Out of Certification</strong></td>
<td>26%</td>
</tr>
<tr>
<td><strong>Average Teacher Absences (2014-15)</strong></td>
<td>5.1</td>
</tr>
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</table>

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th><strong>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Multi-Racial</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
<td>NO</td>
</tr>
<tr>
<td><strong>ALL STUDENTS</strong></td>
<td>NO</td>
</tr>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Asian or Native Hawaiian/Other Pacific Islander</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Multi-Racial</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
<td>NO</td>
</tr>
<tr>
<td><strong>ALL STUDENTS</strong></td>
<td>NO</td>
</tr>
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</table>

#### High School

<table>
<thead>
<tr>
<th><strong>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Asian or Native Hawaiian/Other Pacific Islander</strong></td>
<td>N/A</td>
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<tr>
<td><strong>White</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Multi-Racial</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
<td>NO</td>
</tr>
<tr>
<td><strong>ALL STUDENTS</strong></td>
<td>NO</td>
</tr>
</tbody>
</table>

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

#### Elementary/Middle School

<table>
<thead>
<tr>
<th><strong>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Black or African American</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Hispanic or Latino</strong></td>
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<td><strong>Asian or Native Hawaiian/Other Pacific Islander</strong></td>
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<td><strong>White</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Multi-Racial</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
<td>NO</td>
</tr>
<tr>
<td><strong>ALL STUDENTS</strong></td>
<td>NO</td>
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</table>

#### High School

<table>
<thead>
<tr>
<th><strong>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Black or African American</strong></td>
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<td>N/A</td>
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<tr>
<td><strong>Multi-Racial</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Limited English Proficient</strong></td>
<td>NO</td>
</tr>
<tr>
<td><strong>ALL STUDENTS</strong></td>
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### Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th><strong>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>N/A</td>
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<tr>
<td><strong>Black or African American</strong></td>
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<tr>
<td><strong>Hispanic or Latino</strong></td>
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<td><strong>Asian or Native Hawaiian/Other Pacific Islander</strong></td>
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<td>N/A</td>
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<td><strong>Multi-Racial</strong></td>
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<tr>
<td><strong>Limited English Proficient</strong></td>
<td>NO</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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</table>
### Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

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

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

Following is the overarching Quality Review data ratings our school earned in the 2016-17 school year:

In addition, the articulated findings regarding our “Area of Celebration” and “Area of Focus” include the following:

**Area of celebration: Quality Indicator 3.4 High Expectations**

**Rating:** Well-Developed

**Findings**

School leaders and staff consistently communicate high expectations with an emphasis on the instructional focus and Danielson Framework for Teaching. The administrator and teachers effectively communicate and partner with families communicating expectations and progress connected to college readiness.

**Impact**

Through communication and professional development around high expectations results in a culture of mutual
accountability. The principal and staff successfully partner with families to provide supports and a value system that ensure progress for all students towards meeting those high expectations.

**Area of Focus: Quality Indicator 1.2 Pedagogy**

Rating: Proficient

Findings
Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.

Impact
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks. However, discussion and questioning among students did not reflect high-order thinking skills and there was limited use of strategic scaffolding of curricula to ensure access by all learners.

Data from our DRA and Writing and Math Performance Tasks yields the following information:

**PROFICIENCY LEVELS DATA (Newest data will be updated by June 30, 2017)**

**QUALITY REVIEW DATA**

As evidenced by 2016-2017 Quality Review, our school’s strengths are developing units of study based on the Common Core Learning Standards and are coherent across the grades using student work and data of individual and groups of students including ELLs and SWD. The curriculum that is designed reflects instructional shifts.

In ELA:

- Reading Units are balanced 50% informational and 50% fictional
- All informational and opinion tasks are derived from sources
- Sources that support student writing, and reading texts are selected for appropriate complexity. Text supports and differentiated materials are planned where necessary.
In Math:

- Students are expected to have speed and accuracy with simple calculations.
- Students deeply understand concepts and move within a topic in several ways with success before moving on.
- Students are expected to use math and choose the appropriate concept for application independently.
- Students are practicing and understanding concurrently.

Students need further work demonstrating independence. Teachers will reduce teacher-talk time and increase student-talk time through the use of reciprocal reading time, debate dates, math congress, and presentations.

In addition, the students need to have speed and accuracy when solving simple calculations in order to delve deeper when problem solving. Using strategies to solve one and two-step word problems by showing and explaining their mathematical thinking.

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.

There will be a 20% increase of students in Grades 3-5 that will demonstrate an increase in proficiency level from level 1 to level 2-4 on state ELA and math assessments by the close of the 2018-2019 academic year as measured by:

- Writing performance tasks for writing
- Fountas & Pinnell results in reading for grades 3-5
- Math MOSLs
- State ELA and Math results in reading for grades 3-5, compared to data from previous year.
### Activities/Strategies
Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

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

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<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>ELLs and Students performing at level 2 or below</td>
<td>November 2018–May 2019</td>
<td>Classroom Teachers, Reading Recovery Teachers</td>
</tr>
<tr>
<td>Lowest performing grade 1 students</td>
<td>July 2018–August 2019</td>
<td>4 Reading Recovery Teachers; Classroom teachers</td>
</tr>
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</table>

#### Target Group(s)
Who will be targeted?

- Students in grade 2 (lowest third) will participate in the X311 Summer Enrichment Program opportunities (i.e. ELL program, Abbott House enrichment program, New Settlement, and Practice Makes Perfect)
- Students in grade 1 that have that have been identified in grade K, performing below grade level will participate in The Reading Recovery Program.
- Students in Grades 2-5 will participate in PS/CS 311 After school and Saturday School
- Students in Grades K-5 will participate in RTI Response to Literacy activities
- Math Teacher Leaders will continue to work with a Metamorphosis Math or Generation Ready Math consultant
- Teachers in classrooms will be coached by the Literacy Consultant, as well as the Literacy Coach.

#### Timeline
What is the start and end date?

- Students in grade 2 (lowest third) will participate in the X311 Summer Enrichment Program opportunities (i.e. ELL program, Abbott House enrichment program, New Settlement, and Practice Makes Perfect) | November 2018–May 2019 | Classroom Teachers, Reading Recovery Teachers |
- Students in grade 1 that have that have been identified in grade K, performing below grade level will participate in The Reading Recovery Program | July 2018–August 2019 | 4 Reading Recovery Teachers; Classroom teachers |
- Students in Grades 2-5 will participate in PS/CS 311 After school and Saturday School | | |
- Students in Grades K-5 will participate in RTI Response to Literacy activities | | |
- Math Teacher Leaders will continue to work with a Metamorphosis Math or Generation Ready Math consultant | | |
- Teachers in classrooms will be coached by the Literacy Consultant, as well as the Literacy Coach | | |

#### Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

- Classroom Teachers, Reading Recovery Teachers
- 4 Reading Recovery Teachers; Classroom teachers
- All instructional staff
- Metamorphosis Math Consultant, Math Facilitator
- Literacy Coach and Generation Ready consultant
- Classroom Teacher/Math Facilitator

#### Classroom teachers and related service providers will incorporate fluencies as routines.
Teachers will participate in Professional Development activities focused on engagement and rigorous questioning techniques.

Teachers will participate in Professional Development activities focused on Balanced Literacy pedagogy and Close Reading Protocols.

Teachers will participate in ‘Showcase Schools’ visitations.

Teacher will participate in Professional activities focused on Phonemic Awareness and Phonics assessment and instruction, delivered through the Universal Literacy Coach.

Teacher will participate in Professional activities focused on differentiation.

| Teachers will participate in Professional Development activities focused on Balanc... | All instructional staff | July 2018 – ongoing | Generation Ready Consultant, Literacy Coach |
| Teachers will participate in Professional Development activities focused on Balanced... | All instructional staff | July 2018 – ongoing | Generation Ready Consultant, Literacy Coach |
| Teachers will participate in ‘Showcase Schools’ visitations. | Select teachers | October 2018-April 2019 | Generation Ready Consultant, Lit-Life Consultant, Literacy Coach |
| Teacher will participate in Professional activities focused on Phonemic Awareness and Phonics assessment and instruction, delivered through the Universal Literacy Coach | All classroom teachers | August 2018-June 2019 | DOE Schools |
| Teacher will participate in Professional activities focused on differentiation. | All classroom teachers | 2018 - 2019 | Generation Ready Consultant, Literacy Coach, Fundations, Estrellita |

Parents will participate in workshops focused on a variety of topics including but not limited to:

- Common Core Standards
- Preparing for the ELA State exams
- Independent reading at home
- Preparing for the Math State exams
- APTT goal setting and monitoring

Parents will participate in workshops that include rigorous activities for reading and math at home.

| Parents will participate in workshops focused on a variety of topics including but not limited to: | All parents | September 2018-June 2019 | Generation Ready Consultant, Literacy Coach, Parent Coordinator |
| Parents will participate in workshops that include rigorous activities for reading and math at home. | Parents/Guardians | September 2018-June 2019 | Math Facilitator |
| | | | Parent Coordinator/Math Consultant/Literacy Coach |

**3b – Parent and Family Engagement**

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

- ELA and Math Common Core Standards workshops
- Learning Walks
- Workshops on home school connection activities
- Academic Parent Teacher Team (APTT) workshops and conferences
- Parent Teacher conferences
- Parent engagement time will help parents to learn about the content so all students have access to the CCLS

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.

- Generation Ready ELA and Math consultants
- Fundations
- Estrellita
- Fountas & Pinnell Intervention kits
- I-Ready
- Ready NY
- Metamorphosis Math Consultant
- Manipulatives
- Engage Math
- ReadyGEN
- Common Core Math and ELA standards

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<td>X</td>
<td>X</td>
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<tr>
<td>X</td>
<td>Title I 1003(a)</td>
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<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
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<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
</tr>
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Part 5 – Progress Monitoring
**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Fountas & Pinnell reading assessments in grades 3-5 will be conducted 3X a year.
- Writing PBAs will be conducted 3x per year in each of the three key writing standards. At least 25% of students should be on grade level by January 30 (midpoint benchmark). By the end of June 2019, at least 45% of students will be on grade level in the writing post assessments.
- There is a pre and post math assessment at the beginning and end of each unit of study. The mid-year math assessment will be in February. At least 25% of students will show growth based on comparison of the September 2018 baseline year to the May 2019 endline.
- Math MoSLs in grades 3 and 4 at the beginning and end of year. There will be a 25% growth in the number of students who meet grade level between the beginning of year to the end of the year.

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

Fountas and Pinnell data, writing pre and post data, math pre- and post data, iReady diagnostic testing in ELA and Math.

**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>n/a</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>n/a</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>n/a</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?

See Section 5, Part 2 Needs Assessment for a comprehensive overview of our school-wide data.

The elements of the Framework for Great Schools that we made the most progress in and demonstrated success over the previous school year (2017-18) include the following:

Rigorous Instruction: We have made the most progress in providing students with rigorous instruction on our 2016-17 Quality Review, compared to the 2014-15 Quality Review.

Findings

Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.
Impact
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks.

Supporting Evidence
- Staff believes that students learn best when learning is authentic and provides opportunities for creative and critical thinking. The Instructional focus is inquiry learning in math, workshop model, providing authentic reading and writing experiences, close reading strategies, guided reading, and implementing the Math Congress. In most classroom visits, teachers were adhering to the structure of the workshops, conducting mini-lesson, modeling, guided, independent practices and the share component was observed. For example, in fourth grade class, students were reading closely and using text structure to determine how the author structured the informational text. Students were engaged in a mini-lesson on the rug and discussed aspects of the text as a group and then with a partner. In another grade five math class, the investigation by students centered on an inquiry word problem connected to baking a strawberry shortcake. Students worked in groups and used close reading to highlight key details in the problem.

- As a Dual Language Bilingual School that serves over fifty-four percent English Language Learners, teachers and school leader shared the need to ensure tiered task are created to provide entry points for students. The Differentiation Menu is created for units and drives the plans for activities that vary content, process, and product. In a third-grade dual language classroom students were grouped by language levels and charged with locating details, sentence complexity, punctuation and grammar related to a common text. A checklist was used to support students in identifying how an author organizes text. Teachers use sentence starters, graphic organizers, level texts, varying levels of Webb’s Depth of Knowledge (DOK) for questions, customized learning center activities, and language supports provide entry points into learning. In math, the emphasis on visual representations and creating models assists in building conceptual understanding. In a grade two math lesson students were solving real-life problems using addition and subtraction. Students were working in groups with access to various strategies they could employ to get entry into the problem.

- The implementation of Math Congress has allowed students to share their thinking and exposing other strategies to students on how they could solve problems. In a fifth-grade lesson, students were working in five groups, talking about options and approaches to solving the problem. The teacher calls the group back to the rug and selects a student and displays the work for the class to see. The teacher probes the student about the approach used to begin solving the problem, could objects or picture help, does the answer make sense and other questions to understand the students’ thinking. Math games provide differentiated options for partnerships to explore and practice new concepts. Across classrooms, students turned and talked relying on questions posed by the teacher. In a self-contained class the questions posed by the teacher did not advance dialogue among students. In most classrooms, the discussion was managed by the teacher and occurred mostly with teacher support. Students worked in groups but rarely sought support from peers. Questions posed by the teachers did not trigger discussion among students. Lessons seen linked to real world applications with the options for sharing at end of lesson.

Supportive Environment: The school maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. (Evidenced by our rating of “Well-Developed” on Indicator 1.4 on the 2016-17 Quality Review)
**Collaborative Teachers:** The teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Evidenced by our rating of “Proficient” on Indicator 4.2 on the 2016-17 Quality Review)

**Findings**
Teachers are involved with collaborative inquiry using protocols and action plans. Distributive leadership structures allow teachers to be active in the school.

**Impact**
Protocols and action plans guide teachers’ work to further the goals of the schools and strengthened pedagogy through the implementation of the Common Core Learning Standards including the instructional shifts. Teacher leadership opportunities results in shared governance focused on improved student learning across the school.

**Supporting Evidence**
- Teachers meet weekly to look at student work and assessments in literacy, additional sessions are scheduled to go deeper into ensuring pacing and lessons meet their diverse learners’ needs based on data. In math, teachers plan inquiry-based lessons using Exemplars and Context for Learning resources with the goal of increasing student engagement and planning for differentiation. Instructional coaches support teams in using data and provide individual support to teachers. Teams maintain meeting documents inclusive of a focus, minutes, and next steps for follow up and tracking assignments of team tasks. Teachers determine next steps for groups of students ranging from performance far below to exceeding standards. For example, following the analysis of the opinion writing assessment, teachers sorted data by levels indicating percentages and number of students assigned by levels. All teacher teams continually select a few of the class work products to look closer at, noting specific evidence of students understanding and documents their plans using Inquiry Cycle Action Plan.

- Staff shared that they appreciate the collaborative culture that exists and that staff has the opportunity to grow in this environment. Grade leaders meet together weekly and focus their work on schoolwide initiatives, sharing, communicating ideas and information back to their home teams. Teachers play active role in the school such as coordinating the Community Circle activity weekly, leading the Wellness initiatives, Student Council, art, newsletters, and other activities. Teachers lead and participate in instructional rounds in teams that have been arranged based on problems of practice submitted by peers. Paraprofessionals are trained in a reading intervention technique provide one to one tutoring for targeted students. Participation in hiring and development of selection criteria are aligned to the PEACE values. The principal shared that “There is great value placed in this community on collaboration and ownership.”

- During the teacher team observations, grade one teachers examined pre-and post-assessments to look for growth and identify additional areas to work on. Teachers were using laptops to access student specific data and discussed changes for the next unit based on the data and student work. The team suggested adding two other models with the conclusion and having students talk about options for the ending. Teachers also shared successful strategies used with colleagues and tools used that were helpful for English Language Learners. Teams follow a cycle for their work, teachers shared the focus for grade one was close reading. Teams work together to identify learning outcomes which are designed using student friendly format. The use of “I can” statements such as “I can use close reading ritual to organize my thinking” or I can read for the gist of the text by note-taking loose words or short phrases.” Strategies are shared to support students
meeting the learning targets and possible options to differentiate lessons are documented on the Differentiation Menu for the unit.

**Effective School Leadership:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2016-17 Quality Review)

High expectations are communicated through staff handbook, newsletters, email, and ongoing cycles of professional development. The teachers’ weekly newsletters are aligned to specific aspects of Danielson Framework for Teaching that the community is focusing upon. For example, the purposeful use of charts as instructional footprints to support content understanding are linked demonstrating knowledge of content and pedagogy. Expectations for classroom management is highlighted under administrative section of the newsletters and all items are aligned to the Danielson Framework for Teaching. The weekly news provides upcoming events, highlight of good practices and expectations including effective use of charts, inquiry in mathematics, assessments, lesson planning and school culture. The instructional focus is to support teachers implementing the workshop model and this area was revisited throughout the year. Teachers attend a week of professional development in the summer to help them to begin the year with clear methods to teach using the workshop model, support with group strategies, questioning and use of mathematical practices. Teachers commented that the school leader partners with them to meet expectations by co-teaching lessons, modeling and engaging in open dialogue through teams, and observation feedback.

-Expectations for college and beyond are reinforced in the core values of Perseverance, Enthusiasm for learning, Activism for social justice, Collaboration, and Empathy (PEACE). The PEACE values and mission is to cultivate college bound learners equipped with academic, inter-personal and technological skills to participate in the global society. The Community Circle brings all members of the school together to meet weekly and focus deeply on one of the core values. Teachers communicate progress and recognition of growth toward core values to families through phone calls and written comments shared in the Parent Communication Folders every Friday.

**Strong Family-Community Ties:** School leaders and staff consistently communicate high expectations with an emphasis on the instructional focus and Danielson Framework for Teaching. The administrator and teachers effectively communicate and partner with families communicating expectations and progress connected to college readiness. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2016-17 Quality Review)

-Partnership with parents results in ongoing communication regarding progress using a messaging system that allows parents to interface with school personnel. Parents shared that teachers provide feedback to families and are always available to support them. Teacher shared that welcoming families in for meetings, email, use of Tuesday time, and phone calls are some ways they communicate. First grade teachers are piloting a new initiative whereby fifteen-minute time slots are scheduled to check in with families regarding the progress towards learning and using high frequency words and movement towards attainment of reading goals. During the parent meeting, parents stated that families are partners and twice a month they engage in learning walks. During these walks, parents visit classrooms, see instructional strategies, and learn about the instructional shifts and Common Core Learning Standards. Parents shared that regular communication occurs with staff, and on Fridays the Community Circle keeps them informed about the
expectations for learning and college and career readiness. During the Principal Choice, parents were participating in an immigration session which was a result of recent questions and concerns among families that was organized by school staff.

**Trust: The school community** maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults (Evidenced by our rating of “Well-Developed” on Indicator 1.4 the 2016-17 Quality Review).

Although all six areas of the Framework for Great Schools will be addressed, our priority areas of focus, deriving from the Framework for Great Schools (and through the 2016-17 Quality Review feedback), for year 2017-18 include the following:

**Rigorous Instruction:** (though our school received a rating of Proficient, this was identified as the area of focus to meet the highest tier—well-developed—on the Quality Review rubric.

**Findings**
Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.

**Impact**
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks. However, discussion and questioning among students did not reflect high-order thinking skills and there was limited use of strategic scaffolding of curricula to ensure access by all learners.

**Supporting Evidence**
- Staff believes that students learn best when learning is authentic and provides opportunities for creative and critical thinking. The Instructional focus is inquiry learning in math, workshop model, providing authentic reading and writing experiences, close reading strategies, guided reading, and implementing the Math Congress. In most classroom visits, teachers were adhering to the structure of the workshops, conducting mini-lesson, modeling, guided, independent practices and the share component was observed. For example, in fourth grade class, students were reading closely and using text structure to determine how the author structured the informational text. Students were engaged in a mini-lesson on the rug and discussed aspects of the text as a group and then with a partner. In another grade five math class, the investigation by students centered on an inquiry word problem connected to baking a strawberry shortcake. Students worked in groups and used close reading to highlight key details in the problem.

- As a Transitional Bilingual School that serves over fifty-four percent English Language Learners, teachers and school leader shared the need to ensure tiered task are created to provide entry points for students. The Differentiation Menu is created for units and drives the plans for activities that vary content, process, and product. In a third-grade dual language classroom students were grouped by language levels and charged with locating details, sentence complexity,
punctuation and grammar related to a common text. A checklist was used to support students in identifying how an author organizes text. Teachers use sentence starters, graphic organizers, level texts, varying levels of Webb’s Depth of Knowledge (DOK) for questions, customized learning center activities, and language supports provide entry points into learning. In math, the emphasis on visual representations and creating models assists in building conceptual understanding. In a grade two math lesson students were solving real-life problems using additional and subtraction. Students were working in groups with access to various strategies they could employ to get entry into the problem.

-The implementation of Math Congress has allowed students to share their thinking and exposing other strategies to students on how they could solve problems. In a fifth-grade lesson, students were working in five groups, talking about options and approaches to solving the problem. The teacher calls the group back to the rug and selects a student and displays the work for the class to see. The teacher probes the student about the approach used to begin solving the problem, could objects or picture help, does the answer make sense and other questions to understand the students’ thinking. Math games provide differentiated options for partnerships to explore and practice new concepts. Across classrooms, students turned and talked relying on questions posed by the teacher. In a self-contained class the questions posed by the teacher did not advance dialogue among students. In most classrooms, the discussion was managed by the teacher and occurred mostly with teacher support. Students worked in groups but rarely sought support from peers. Questions posed by the teachers did not trigger discussion among students. Lessons seen linked to real world applications with the options for sharing at end of lesson.

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 the end of June 2019, 100% of students will show a positive impact and growth in four out of seven habits of mind (Curiosity, Gratitude, Grit, Optimism, Social Intelligence, Zest, Self-Control) as measured by Class Dojo data at the beginning and end of year.
### Part 3a – Action Plan

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

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

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<tbody>
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<td>All new hires will be trained in how to use Class Dojo and how to use the data in order to reinforce the core values by the administrative team</td>
<td>Teachers</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Students will participate in regularly scheduled community circle discussions and presentations that highlight each of the core values</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Teachers will identify different ways in which students can exhibit the core values throughout the week and add them to the character curriculum.</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>Teachers will provide students with feedback and data as it relates to each core value</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>The parent coordinator will hold monthly workshops that will focus on each core values, and support parents in understanding how to reinforce the core values at home</td>
<td>Parents</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>The parent coordinator will invite and encourage families to be a part of the community circle meetings by inviting them to speak about their child/children when demonstrating the core values at home</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>The Principal will reward the students who demonstrate mastery in more than three of the core values with “Lunch with the Principal”</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
</tr>
</tbody>
</table>

#### 3b – Parent and Family Engagement

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

The parents will be offered the following to support their understanding of Rigorous Instruction and the Common Core in order to support their children at home:

- ELA and Math Common Core Standards workshops
-Learning Walks

-Workshops on home school connection activities

-Academic Parent Teacher Team (APTT) workshops and conferences

-Parent Teacher conferences

-Parent engagement time will help parents to learn about the content so all students have access to the CCLS

Part 4 – Budget and Resource Alignment

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<tr>
<td>The administrative team will train new teachers and staff on how to utilize the program to monitor the students in mastering the core values. The administrative team will allocate time in the schedule for the classroom teachers to have a designated community circle discussion block where students can focus on how they can improve and how they can implement the core values on a daily basis. Teachers will all be given iPads to monitor student progress throughout the day and including during transitions. Recognition awards, trophies, and ribbons will be purchased, and will serve as incentives for the students, and students who have mastered three or more of the core values will be invited to have lunch with the principal.</td>
</tr>
</tbody>
</table>

<table>
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<th>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</th>
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<tr>
<td>X</td>
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Part 5 – Progress Monitoring

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<tbody>
<tr>
<td>Teachers will continue to monitor the students on a weekly basis. Teachers will allocate points to the students on a daily basis, and will use community circle time to give students feedback, and discuss ways in which students can master the core values. The administrative team will monitor that all teachers are logging in the points, and they will keep track of sending out progress reports to the parents. As a midway benchmark, by February 2019, at least 50% of students will have mastery of at least 3 of 5 Core Values.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 5b. Indicate the specific instrument of measure that is used to assess progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instrument of measure will be the data collected through the Class Dojo data tool.</td>
</tr>
</tbody>
</table>

| Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. |
Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. (Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>x</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>n/a</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>n/a</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>n/a</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.

See Section 5, Part 2 Needs Assessment for a comprehensive overview of our school-wide data.

The elements of the Framework for Great Schools that we made the most progress in and demonstrated success over the previous school year (2017-18) include the following:

**Rigorous Instruction:** We have made the most progress in providing students with rigorous instruction on our 2016-17 Quality Review, compared to the 2014-15 Quality Review.

Findings

Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.
Impact
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks.

Supporting Evidence
- Staff believes that students learn best when learning is authentic and provides opportunities for creative and critical thinking. The Instructional focus is inquiry learning in math, workshop model, providing authentic reading and writing experiences, close reading strategies, guided reading, and implementing the Math Congress. In most classroom visits, teachers were adhering to the structure of the workshops, conducting mini-lesson, modeling, guided, independent practices and the share component was observed. For example, in fourth grade class, students were reading closely and using text structure to determine how the author structured the informational text. Students were engaged in a mini-lesson on the rug and discussed aspects of the text as a group and then with a partner. In another grade five math class, the investigation by students centered on an inquiry word problem connected to baking a strawberry shortcake. Students worked in groups and used close reading to highlight key details in the problem.

- As a Dual Language Bilingual School that serves over fifty-four percent English Language Learners, teachers and school leader shared the need to ensure tiered task are created to provide entry points for students. The Differentiation Menu is created for units and drives the plans for activities that vary content, process, and product. In a third-grade dual language classroom students were grouped by language levels and charged with locating details, sentence complexity, punctuation and grammar related to a common text. A checklist was used to support students in identifying how an author organizes text. Teachers use sentence starters, graphic organizers, level texts, varying levels of Webb's Depth of Knowledge (DOK) for questions, customized learning center activities, and language supports provide entry points into learning. In math, the emphasis on visual representations and creating models assists in building conceptual understanding. In a grade two math lesson students were solving real-life problems using additional and subtraction. Students were working in groups with access to various strategies they could employ to get entry into the problem.

- The implementation of Math Congress has allowed students to share their thinking and exposing other strategies to students on how they could solve problems. In a fifth-grade lesson, students were working in five groups, talking about options and approaches to solving the problem. The teacher calls the group back to the rug and selects a student and displays the work for the class to see. The teacher probes the student about the approach used to begin solving the problem, could objects or picture help, does the answer make sense and other questions to understand the students’ thinking. Math games provide differentiated options for partnerships to explore and practice new concepts. Across classrooms, students turned and talked relying on questions posed by the teacher. In a self-contained class the questions posed by the teacher did not advance dialogue among students. In most classrooms, the discussion was managed by the teacher and occurred mostly with teacher support. Students worked in groups but rarely sought support from peers. Questions posed by the teachers did not trigger discussion among students. Lessons seen linked to real world applications with the options for sharing at end of lesson.

Supportive Environment: The school maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults. (Evidenced by our rating of “Well-Developed" on Indicator 1.4 on the 2016-17 Quality Review)
Collaborative Teachers: The teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Evidenced by our rating of “Proficient” on Indicator 4.2 on the 2016-17 Quality Review)

Findings
Teachers are involved with collaborative inquiry using protocols and action plans. Distributive leadership structures allow teachers to be active in the school.

Impact
Protocols and action plans guide teachers’ work to further the goals of the schools and strengthened pedagogy through the implementation of the Common Core Learning Standards including the instructional shifts. Teacher leadership opportunities results in shared governance focused on improved student learning across the school.

Supporting Evidence
- Teachers meet weekly to look at student work and assessments in literacy, additional sessions are scheduled to go deeper into ensuring pacing and lessons meet their diverse learners’ needs based on data. In math, teachers plan inquiry-based lessons using Exemplars and Context for Learning resources with the goal of increasing student engagement and planning for differentiation. Instructional coaches support teams in using data and provide individual support to teachers. Teams maintain meeting documents inclusive of a focus, minutes, and next steps for follow up and tracking assignments of team tasks. Teachers determine next steps for groups of students ranging from performance far below to exceeding standards. For example, following the analysis of the opinion writing assessment, teachers sorted data by levels indicating percentages and number of students assigned by levels. All teacher teams continually select a few of the class work products to look closer at, noting specific evidence of students understanding and documents their plans using Inquiry Cycle Action Plan.

- Staff shared that they appreciate the collaborative culture that exists and that staff has the opportunity to grow in this environment. Grade leaders meet together weekly and focus their work on schoolwide initiatives, sharing, communicating ideas and information back to their home teams. Teachers play active role in the school such as coordinating the Community Circle activity weekly, leading the Wellness initiatives, Student Council, art, newsletters, and other activities. Teachers lead and participate in instructional rounds in teams that have been arranged based on problems of practice submitted by peers. Paraprofessionals are trained in a reading intervention technique provide one to one tutoring for targeted students. Participation in hiring and development of selection criteria are aligned to the PEACE values. The principal shared that “There is great value placed in this community on collaboration and ownership.”

- During the teacher team observations, grade one teachers examined pre-and post-assessments to look for growth and identify additional areas to work on. Teachers were using laptops to access student specific data and discussed changes for the next unit based on the data and student work. The team suggested adding two other models with the conclusion and having students talk about options for the ending. Teachers also shared successful strategies used with colleagues and tools used that were helpful for English Language Learners. Teams follow a cycle for their work, teachers shared the focus for grade one was close reading. Teams work together to identify learning outcomes which are designed using student friendly format. The use of “I can” statements such as “I can use close reading ritual to organize my thinking” or I can read for the gist of the text by note-taking loose words or short phrases.” Strategies are shared to support students
meeting the learning targets and possible options to differentiate lessons are documented on the Differentiation Menu for the unit.

**Effective School Leadership:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2016-17 Quality Review)

High expectations are communicated through staff handbook, newsletters, email, and ongoing cycles of professional development. The teachers' weekly newsletters are aligned to specific aspects of Danielson Framework for Teaching that the community is focusing upon. For example, the purposeful use of charts as instructional footprints to support content understanding are linked demonstrating knowledge of content and pedagogy. Expectations for classroom management is highlighted under administrative section of the newsletters and all items are aligned to the Danielson Framework for Teaching. The weekly news provides upcoming events, highlight of good practices and expectations including effective use of charts, inquiry in mathematics, assessments, lesson planning and school culture. The instructional focus is to support teachers implementing the workshop model and this area was revisited throughout the year. Teachers attend a week of professional development in the summer to help them to begin the year with clear methods to teach using the workshop model, support with group strategies, questioning and use of mathematical practices. Teachers commented that the school leader partners with them to meet expectations by co-teaching lessons, modeling and engaging in open dialogue through teams, and observation feedback.

- Expectations for college and beyond are reinforced in the core values of Perseverance, Enthusiasm for learning, Activism for social justice, Collaboration, and Empathy (PEACE). The PEACE values and mission is to cultivate college bound learners equipped with academic, inter-personal and technological skills to participate in the global society. The Community Circle brings all members of the school together to meet weekly and focus deeply on one of the core values. Teachers communicate progress and recognition of growth toward core values to families through phone calls and written comments shared in the Parent Communication Folders every Friday.

**Strong Family-Community Ties:** School leaders and staff consistently communicate high expectations with an emphasis on the instructional focus and Danielson Framework for Teaching. The administrator and teachers effectively communicate and partner with families communicating expectations and progress connected to college readiness. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2016-17 Quality Review)

- Partnership with parents results in ongoing communication regarding progress using a messaging system that allows parents to interface with school personnel. Parents shared that teachers provide feedback to families and are always available to support them. Teacher shared that welcoming families in for meetings, email, use of Tuesday time, and phone calls are some ways they communicate. First grade teachers are piloting a new initiative whereby fifteen-minute time slots are scheduled to check in with families regarding the progress towards learning and using high frequency words and movement towards attainment of reading goals. During the parent meeting, parents stated that families are partners and twice a month they engage in learning walks. During these walks, parents visit classrooms, see instructional strategies, and learn about the instructional shifts and Common Core Learning Standards. Parents shared that regular communication occurs with staff, and on Fridays the Community Circle keeps them informed about the
expectations for learning and college and career readiness. During the Principal Choice, parents were participating in an immigration session which was a result of recent questions and concerns among families that was organized by school staff.

**Trust:** The school community maintains a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults (Evidenced by our rating of “Well-Developed” on Indicator 1.4 the 2016-17 Quality Review).

Although all six areas of the Framework for Great Schools will be addressed, our priority areas of focus, deriving from the Framework for Great Schools (and through the 2016-17 Quality Review feedback), for year 2017-18 include the following:

**Rigorous Instruction:** (though our school received a rating of Proficient, this was identified as the area of focus to meet the highest tier--well-developed--on the Quality Review rubric.

Findings
Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.

Impact
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks. However, discussion and questioning among students did not reflect high-order thinking skills and there was limited use of strategic scaffolding of curricula to ensure access by all learners.

Supporting Evidence
-Staff believes that students learn best when learning is authentic and provides opportunities for creative and critical thinking. The Instructional focus is inquiry learning in math, workshop model, providing authentic reading and writing experiences, close reading strategies, guided reading, and implementing the Math Congress. In most classroom visits, teachers were adhering to the structure of the workshops, conducting mini-lesson, modeling, guided, independent practices and the share component was observed. For example, in fourth grade class, students were reading closely and using text structure to determine how the author structured the informational text. Students were engaged in a mini-lesson on the rug and discussed aspects of the text as a group and then with a partner. In another grade five math class, the investigation by students centered on an inquiry word problem connected to baking a strawberry shortcake. Students worked in groups and used close reading to highlight key details in the problem.

-As a Transitional Bilingual School that serves over fifty-four percent English Language Learners, teachers and school leader shared the need to ensure tiered task are created to provide entry points for students. The Differentiation Menu is created for units and drives the plans for activities that vary content, process, and product. In a third-grade dual language classroom students were grouped by language levels and charged with locating details, sentence complexity,
punctuation and grammar related to a common text. A checklist was used to support students in identifying how an author organizes text. Teachers use sentence starters, graphic organizers, level texts, varying levels of Webb’s Depth of Knowledge (DOK) for questions, customized learning center activities, and language supports provide entry points into learning. In math, the emphasis on visual representations and creating models assists in building conceptual understanding. In a grade two math lesson students were solving real-life problems using additional and subtraction. Students were working in groups with access to various strategies they could employ to get entry into the problem.

-The implementation of Math Congress has allowed students to share their thinking and exposing other strategies to students on how they could solve problems. In a fifth-grade lesson, students were working in five groups, talking about options and approaches to solving the problem. The teacher calls the group back to the rug and selects a student and displays the work for the class to see. The teacher probes the student about the approach used to begin solving the problem, could objects or picture help, does the answer make sense and other questions to understand the students’ thinking. Math games provide differentiated options for partnerships to explore and practice new concepts. Across classrooms, students turned and talked relying on questions posed by the teacher. In a self-contained class the questions posed by the teacher did not advance dialogue among students. In most classrooms, the discussion was managed by the teacher and occurred mostly with teacher support. Students worked in groups but rarely sought support from peers. Questions posed by the teachers did not trigger discussion among students. Lessons seen linked to real world applications with the options for sharing at end of lesson.

Part 2 – Annual Goal

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

- By the close of June 2019, 100% of teachers will participate in collaborative teacher teams that include: grade level planning meetings, grade team leader meetings, and teacher-led, Vertical Teacher Rounds (focusing on inquiry work in ELA and Math which reflect problem-solving. Through this work, teachers will achieve their professional goals and will resolve their identified problems of practice in the teams to increase their content knowledge and pedagogical skills, using best practices—which will be reflected in 1A and 1E in Danilesen). This will be reflected in team plans, sign-in sheets, minutes, monitoring notes, and 4 teacher-led, faculty-wide presentations per year to share best practices.
## Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who will be targeted?</td>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</td>
</tr>
<tr>
<td>Teacher teams</td>
<td>September 2018-June 2019 (see parentheses next to each bullet for detailed timeframes)</td>
<td>Math Facilitator, Literacy Coach, Metamorphosis Math Consultant, Generation Ready Math and ELA Consultants</td>
</tr>
</tbody>
</table>

**Target Group(s):**

- Teacher teams

**Timeline:**

- September 2018- June 2019

**Key Personnel:**

- Math Facilitator, Literacy Coach, Metamorphosis Math Consultant, Generation Ready Math and ELA Consultants

**Teacher teams will**

- Identify problems of practice and break into teams (by end of September 2018)

- Teachers will video strategies tried to address problems of practice (monthly) and share with teacher rounds team members via Google Drive. (monthly)

- Meet on a monthly basis, using the Teacher Rounds protocol for analysis and discussion. (monthly)

- Report on their progress to share best practices and data 4 times per year. (4 times per year)

- Unpack the standards (by end of Aug 30, 2018)

- Determine the teaching points/lessons that will address the standards (ongoing, two weeks before launch of each ELA and Math unit)

- Differentiate by content, process, and product for students with Disabilities and ELL students as well as English speaking students in Dual Language classrooms (ongoing, two weeks before launch of each ELA and Math unit)

- Prepare enrichment activities for higher level students (after pre-assessment on ELA and Math tasks for each unit throughout the year)

- Develop varied DOK leveled tasks and higher level questions (ongoing, two weeks before launch of each ELA and Math unit)

- Create standards-based assessments, exemplars, rubrics, and checklists (ongoing, two weeks before launch of each ELA and Math unit).
- Review and analyze student work to determine next steps (monthly)

Grade Team Leader Meetings and Teacher Led Committees

- Team members will submit goals and action steps every six weeks.

| The teachers will participate in Professional Development workshops to support the work of the Teacher Teams. |
|---|---|
| ● Backwards Design planning (monthly, throughout the year) |
| ● Teacher Team reflections; Examining teacher effectiveness through the lens of Teacher Rounds protocols (monthly, throughout the year) |
| ● Integrating character learning across the year (daily, throughout the year) |

| Teacher Teams (Classroom Teachers) |
| Teacher Team Members |
| Math Facilitator, Literacy Coach, Metamorphosis Math Consultant, Generation Ready Math and ELA Consultants |

| Teacher Teams |
| Every six weeks from Sept 2018-June 2019 |
| Math Facilitator, Literacy Coach, Metamorphosis Math Consultant, Generation Ready Math and ELA Consultants |

| August 2018 through June 2019 (see parentheses next to each bullet for detailed timeframes) |
| Literacy Coach, Math Facilitator, Principal, Metamorphosis Consultant, (AP), Generation Ready, IEP Teacher |
- Generation Ready Math & Metamorphosis Math Planning (monthly, throughout the year)
- Generation Ready Math & Metamorphosis Lab Sites/Coaching (monthly, throughout the year)
- Generation Ready ELA On site Coaching (3 times per week, yearly)
- Generation Ready ELA Workshops (once per week)
- Showcase school visitations (2 times per year)
- (Fundations) Training (once per year)
- Estrellita Training (once per year)
- IEP (Individual Education Plan) Goal Setting/Monitoring Workshops (4 times per year)
- Workshops for incorporating Math resources workshops (Georgia Standards, North Carolina, Read Tennessee, Engage NY, Brainpop jr.) (monthly, throughout the year)
- Workshops for incorporating ELA resources workshops (i.e. Voices, ReadWorks.org, Reading a-z, newsela.com, starfall.com, Brainpop jr.) (monthly, throughout the year)
- Student engagement, rigorous questioning to extend thinking & discussion techniques (twice per month, throughout the year)
- Analyzing student work & planning next instructional steps (weekly, throughout the year)
- Engaging students in data review and self-assessment (monthly, before and after each unit)

Using technology tools in the classroom for instruction and assessment (monthly, throughout the year)

<table>
<thead>
<tr>
<th>Increased teacher-parent collaborations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Educating parents on questions to ask teachers and school coaches about their child's education (3 times per year).</td>
</tr>
<tr>
<td>- Participating in the APPT process piloted in Grade 1 for greater student participation in speaking about their own work during parent-teacher conferences (3 times year)</td>
</tr>
<tr>
<td>- Workshops on the Common Core Learning Standards and how these are covered in class (3 times per year).</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teacher Teams</th>
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</thead>
<tbody>
<tr>
<td>(Classroom Teachers)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 2018 through June 2019 (see parentheses next to each bullet for detailed timeframes)</th>
</tr>
</thead>
</table>

| Literacy Coach, Math Facilitator, Principal, Metamorphosis Consultant, (AP), Generation Ready, IEP Teacher |
-Parent workshop on questions they can use to ask their children about what they are learning (3 times per year)
-Workshops on parent’s role in child’s education. (3 times per year).
-Workshops on ELA and Math exam preparation (3 times per year).
-Select and distribute publications on improving the home curriculum (8 times per year)
-Developing partnership through PA, SLT, and committees. (monthly, throughout the year)
-Connecting with the community organizations to provide academic workshops for parents (5 times per year).
-Host resource fair to services in community (1 time per year).
-Training parents through PEEPS program to work with teachers in Grade K and 1 classrooms. (bi-weekly, throughout the year).
-Training parents on Computer Programming (weekly, throughout the year).
-Training parents on proper nutrition for children (monthly, throughout the year).

Teacher Team Panels
-Teachers will present as a panel on PD Mondays and on Chancellor Days according to a schedule.

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.
The parents will be offered the following to support their understanding of Collaborative Teachers and Strategies in order to support their children at home:
-ELA and Math Common Core Standards workshops
-School Leadership Team Meetings
-Parent Association meetings

-Learning Walks

-Workshops on home school connection activities

-Academic Parent Teacher Team (APTT) workshops and conferences

-Parent Teacher conferences

-Parent engagement time will help parents to learn about the content so all students have access to the CCLS

**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.

- Metamorphosis Math
- Go Math
- Generation Ready
- Ready Gen
- Fundations
- Estrellita
- Common Core Math and ELA Standards
- Fundations
- Wilson
- IEPs
- Internet instructional resources
- Live-Scribe pens
- Danielson Framework2014-2015 Quality Review
- Engage NY
- NYC Common Core Library
- Ready NY
- I-Ready
**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
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<tbody>
<tr>
<td>Tax Levy</td>
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<tr>
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<tr>
<td>Title III</td>
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<td>PTA Funded</td>
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<tr>
<td>SIG Grant</td>
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<td>X</td>
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<tr>
<td>School Achievement Funding</td>
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<td></td>
<td></td>
<td>X</td>
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<tr>
<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 the close of June 2019, 100% of teachers will participate in collaborative teacher teams that include: grade level planning meetings, grade team leader meetings, and teacher-led, Vertical Teacher Rounds (focusing on inquiry work in ELA and Math which reflect problem-solving problems of practice). This will be reflected in team plans, sign-in sheets, minutes, monitoring notes, and 4 teacher-led, faculty-wide presentations per year to share best practices.

In February of 2016, collaborative Teachers Teams will be evaluated by:

- Sign In sheets, agendas, 6 week goals, monitoring notes, panel presentations, and revised units on revision templates.

- The 2018-2019 Quality Review to determine the degree to which teacher teams are aligning their work to the QR rubric.
  - Informal and formal observations on Advance.

- Lesson Plans reflecting the work of Teacher Teams to date. By February 2019, Lesson Plans will reflect the work of the Teacher Teams as noted by the weekly goals articulated by the teams.

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

Advance observations, quality review rubric, evaluation of unit plans via Literacy Design Collaborative (LDC), tri-state rubric evaluations.

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

See Section 5, Part 2 Needs Assessment for a comprehensive overview of our school-wide data.

The elements of the Framework for Great Schools that we made the most progress in and demonstrated success over the previous school year (2017-18) include the following:

Rigorous Instruction: We have made the most progress in providing students with rigorous instruction on our 2016-17 Quality Review, compared to the 2014-15 Quality Review.

Findings

Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.
Impact
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks.

Supporting Evidence
-Staff believes that students learn best when learning is authentic and provides opportunities for creative and critical thinking. The Instructional focus is inquiry learning in math, workshop model, providing authentic reading and writing experiences, close reading strategies, guided reading, and implementing the Math Congress. In most classroom visits, teachers were adhering to the structure of the workshops, conducting mini-lesson, modeling, guided, independent practices and the share component was observed. For example, in fourth grade class, students were reading closely and using text structure to determine how the author structured the informational text. Students were engaged in a mini-lesson on the rug and discussed aspects of the text as a group and then with a partner. In another grade five math class, the investigation by students centered on an inquiry word problem connected to baking a strawberry shortcake. Students worked in groups and used close reading to highlight key details in the problem.

-As a Dual Language Bilingual School that serves over fifty-four percent English Language Learners, teachers and school leader shared the need to ensure tiered task are created to provide entry points for students. The Differentiation Menu is created for units and drives the plans for activities that vary content, process, and product. In a third-grade dual language classroom students were grouped by language levels and charged with locating details, sentence complexity, punctuation and grammar related to a common text. A checklist was used to support students in identifying how an author organizes text. Teachers use sentence starters, graphic organizers, level texts, varying levels of Webb’s Depth of Knowledge (DOK) for questions, customized learning center activities, and language supports provide entry points into learning. In math, the emphasis on visual representations and creating models assists in building conceptual understanding. In a grade two math lesson students were solving real-life problems using additional and subtraction. Students were working in groups with access to various strategies they could employ to get entry into the problem.

-The implementation of Math Congress has allowed students to share their thinking and exposing other strategies to students on how they could solve problems. In a fifth-grade lesson, students were working in five groups, talking about options and approaches to solving the problem. The teacher calls the group back to the rug and selects a student and displays the work for the class to see. The teacher probes the student about the approach used to begin solving the problem, could objects or picture help, does the answer make sense and other questions to understand the students’ thinking. Math games provide differentiated options for partnerships to explore and practice new concepts. Across classrooms, students turned and talked relying on questions posed by the teacher. In a self-contained class the questions posed by the teacher did not advance dialogue among students. In most classrooms, the discussion was managed by the teacher and occurred mostly with teacher support. Students worked in groups but rarely sought support from peers. Questions posed by the teachers did not trigger discussion among students. Lessons seen linked to real world applications with the options for sharing at end of lesson.

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Collaborative Teachers: The teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. (Evidenced by our rating of “Proficient” on Indicator 4.2 on the 2016-17 Quality Review)

Findings
Teachers are involved with collaborative inquiry using protocols and action plans. Distributive leadership structures allow teachers to be active in the school.

Impact
Protocols and action plans guide teachers’ work to further the goals of the schools and strengthened pedagogy through the implementation of the Common Core Learning Standards including the instructional shifts. Teacher leadership opportunities results in shared governance focused on improved student learning across the school.

Supporting Evidence
-Teachers meet weekly to look at student work and assessments in literacy, additional sessions are scheduled to go deeper into ensuring pacing and lessons meet their diverse learners’ needs based on data. In math, teachers plan inquiry-based lessons using Exemplars and Context for Learning resources with the goal of increasing student engagement and planning for differentiation. Instructional coaches support teams in using data and provide individual support to teachers. Teams maintain meeting documents inclusive of a focus, minutes, and next steps for follow up and tracking assignments of team tasks. Teachers determine next steps for groups of students ranging from performance far below to exceeding standards. For example, following the analysis of the opinion writing assessment, teachers sorted data by levels indicating percentages and number of students assigned by levels. All teacher teams continually select a few of the class work products to look closer at, noting specific evidence of students understanding and documents their plans using Inquiry Cycle Action Plan.

-Staff shared that they appreciate the collaborative culture that exists and that staff has the opportunity to grow in this environment. Grade leaders meet together weekly and focus their work on schoolwide initiatives, sharing, communicating ideas and information back to their home teams. Teachers play active role in the school such as coordinating the Community Circle activity weekly, leading the Wellness initiatives, Student Council, art, newsletters, and other activities. Teachers lead and participate in instructional rounds in teams that have been arranged based on problems of practice submitted by peers. Paraprofessionals are trained in a reading intervention technique provide one to one tutoring for targeted students. Participation in hiring and development of selection criteria are aligned to the PEACE values. The principal shared that “There is great value placed in this community on collaboration and ownership.”

-During the teacher team observations, grade one teachers examined pre-and post-assessments to look for growth and identify additional areas to work on. Teachers were using laptops to access student specific data and discussed changes for the next unit based on the data and student work. The team suggested adding two other models with the conclusion and having students talk about options for the ending. Teachers also shared successful strategies used with colleagues and tools used that were helpful for English Language Learners. Teams follow a cycle for their work, teachers shared the focus for grade one was close reading. Teams work together to identify learning outcomes which are designed using student friendly format. The use of “I can” statements such as “I can use close reading ritual to organize my thinking” or I can read for the gist of the text by note-taking loose words or short phrases.” Strategies are shared to support students
meeting the learning targets and possible options to differentiate lessons are documented on the Differentiation Menu for the unit.

**Effective School Leadership:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. (Evidenced by our rating of “Well-Developed” on Indicator 3.4 on the 2016-17 Quality Review)

High expectations are communicated through staff handbook, newsletters, email, and ongoing cycles of professional development. The teachers’ weekly newsletters are aligned to specific aspects of Danielson Framework for Teaching that the community is focusing upon. For example, the purposeful use of charts as instructional footprints to support content understanding are linked demonstrating knowledge of content and pedagogy. Expectations for classroom management is highlighted under administrative section of the newsletters and all items are aligned to the Danielson Framework for Teaching. The weekly news provides upcoming events, highlight of good practices and expectations including effective use of charts, inquiry in mathematics, assessments, lesson planning and school culture. The instructional focus is to support teachers implementing the workshop model and this area was revisited throughout the year. Teachers attend a week of professional development in the summer to help them to begin the year with clear methods to teach using the workshop model, support with group strategies, questioning and use of mathematical practices. Teachers commented that the school leader partners with them to meet expectations by co-teaching lessons, modeling and engaging in open dialogue through teams, and observation feedback.

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Although all six areas of the Framework for Great Schools will be addressed, our priority areas of focus, deriving from the Framework for Great Schools (and through the 2016-17 Quality Review feedback), for year 2017-18 include the following:

**Rigorous Instruction:** (though our school received a rating of Proficient, this was identified as the area of focus to meet the highest tier--well0-developed--on the Quality Review rubric.)

Findings
Across classrooms teaching practices are aligned to the curricula and beliefs reflected in classrooms. Teaching strategies provide multiple entry points into learning.

Impact
The instructional shifts and use of Danielson’s Framework for Teaching inform teaching practices so that all students are engaged in challenging tasks. However, discussion and questioning among students did not reflect high-order thinking skills and there was limited use of strategic scaffolding of curricula to ensure access by all learners.

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Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—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.

The Principal and Coaching Team (CT) will meet with all teaching staff in the Fall of 2018 to identify a problem of practice that relates to student achievement. Progress towards this goal will be measured by classroom observations, engagement at professional learning, professional reading, and reflections on feedback. By June 2019, 100% will have made progress towards achieving their goal.
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>September 2018-October 2019</td>
<td>Principal, Coaches, Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>September 2018-June 2019</td>
<td>Coaches and Principal</td>
</tr>
<tr>
<td>Teachers</td>
<td>December 2018-June 2019</td>
<td>Coaches and Principal</td>
</tr>
</tbody>
</table>

The Principal will schedule meetings with teachers to identify goals and a problem of practice based on the most recent school-wide data.

Teachers will collect evidence in professional portfolios to collect evidence of progress made towards goals and addressing the problem of practice.

Professional Development will be identified through the meeting to identify the problem of practice for each teacher and through a needs assessment to determine workshops to be offered (including those that include addressing the needs of high-needs student subgroups).

The Principal and AP will meet with teachers midway and the end of the year to monitor progress made on Problem of Practice and individual goals.

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### 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.

The parents will be offered the following to support their understanding of Rigorous Instruction and the Common Core in order to support their children at home:

- Coffee with the Principal (monthly) to discuss updates on initiatives and progress
- ELA and Math Common Core Standards workshops
- School Leadership Team Meetings
- Parent Association meetings
- Learning Walks
- Workshops on home school connection activities

- Academic Parent Teacher Team (APTT) workshops and conferences

- Parent Teacher conferences

- Parent engagement time will help parents to learn about the content so all students have access to the CCLS

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.

- Monies will be allotted for professional development workshops
- Coaches
- Generation Ready
- Metamorphosis Math
- New Teacher Center

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

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

The Principal and Coaching Team (CT) will meet with all teaching staff in the Fall of 2018 to identify a problem of practice that relates to student achievement. Progress towards this goal will be measured by classroom observations, engagement at professional learning, professional reading, and reflections on feedback. By June 2018, 100% will have made progress towards achieving their goal.

Progress monitoring will occur during the three meetings per year and a teacher’s pre and post ELA and Math data, as well as Advance data. By June 2019, the principal will have met with each teacher at least three times for the year on individual goals.

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

Pre- and Post- ELA and Math Data (mid and end of module assessments), Advance, Teacher Reflection Sheets

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>n/a</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>n/a</td>
</tr>
<tr>
<td>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</td>
<td>X</td>
</tr>
<tr>
<td>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Part 1b. Needs/ Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

The elements of the Framework for Great Schools that we made the most progress in and demonstrated success over the previous school year (2017-18) include the following:

Rigorous Instruction: We have made the most progress in providing students with rigorous instruction on our 2016-17 Quality Review, compared to the 2014-15 Quality Review.

Findings

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Impact

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Supporting Evidence

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-As a Transitional Bilingual School that serves over fifty-four percent English Language Learners, teachers and school leader shared the need to ensure tiered task are created to provide entry points for students. The Differentiation Menu is created for units and drives the plans for activities that vary content, process, and product. In a third-grade dual language classroom students were grouped by language levels and charged with locating details, sentence complexity,
punctuation and grammar related to a common text. A checklist was used to support students in identifying how an author organizes text. Teachers use sentence starters, graphic organizers, level texts, varying levels of Webb’s Depth of Knowledge (DOK) for questions, customized learning center activities, and language supports provide entry points into learning. In math, the emphasis on visual representations and creating models assists in building conceptual understanding. In a grade two math lesson students were solving real-life problems using additional and subtraction. Students were working in groups with access to various strategies they could employ to get entry into the problem.

-The implementation of Math Congress has allowed students to share their thinking and exposing other strategies to students on how they could solve problems. In a fifth-grade lesson, students were working in five groups, talking about options and approaches to solving the problem. The teacher calls the group back to the rug and selects a student and displays the work for the class to see. The teacher probes the student about the approach used to begin solving the problem, could objects or picture help, does the answer make sense and other questions to understand the students’ thinking. Math games provide differentiated options for partnerships to explore and practice new concepts. Across classrooms, students turned and talked relying on questions posed by the teacher. In a self-contained class the questions posed by the teacher did not advance dialogue among students. In most classrooms, the discussion was managed by the teacher and occurred mostly with teacher support. Students worked in groups but rarely sought support from peers. Questions posed by the teachers did not trigger discussion among students. Lessons seen linked to real world applications with the options for sharing at end of lesson.

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 the end of June 2019, there will be an 80% increase in the number of families (compared to the families representing an individual child that participated in the previous year) in Grades K-5 that will participate in or contribute to a number of school community activities throughout the year including Edible Schoolyard Gardening Club, parent workshops, learning walks, parent-teacher conferences, community forums, Open School Night, Academic Parent Teacher Teams (APTT), etc. In addition, teachers will make direct contact with 100% of families across the schoolyear to celebrate successes, identify challenges, and to work on plans for improvement. |
### Part 3a – Action Plan

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

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

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Guardians</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator</td>
</tr>
</tbody>
</table>

Parent coordinator will send out a survey to all parents which will outline the types of services that they need. There will also be a fair on Open School Night to share all of the offerings to parents. Parents will receive a menu to identify what they will participate in during the year.

Parent coordinator will maintain accurate records and reach out to community partners that will directly assist families with their individual needs, including Abbott House.

The administrative team will work together with the parent coordinator to establish workshops requested by the families.

The parent coordinator will reach out to any new community partner that may be of interest to the families of Lucero.

### 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.

The parents will be offered the following to support their understanding of Rigorous Instruction and the Common Core in order to support their children at home:

- ELA and Math Common Core Standards workshops
- School Leadership Team Meetings
- Parent Association meetings
- Learning Walks
- Workshops on home school connection activities
- Academic Parent Teacher Team (APTT) workshops and conferences
- Parent Teacher conferences
- Parent engagement time will help parents to learn about the content so all students have access to the CCLS

### Part 4 – Budget and Resource Alignment

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

The school will provide direct contacts of all community partners to parents and families to assist them with their individual needs. When possible, the school will provide breakfast/lunch as an incentive for parents to attend workshops. The school will provide materials to the parents as needed (books, notebooks, pencils) The school will work with the community associate to ensure that all parents are receiving the services that they requested.

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

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

The parent coordinator will check in with parents to see if their needs have been met at least three times per year. The parent coordinator will ensure that parents/guardians have made selections for workshops. The parent coordinator along with the community associate will maintain accurate records so that they keep track of which families still need to be serviced. The parent coordinator and community associate will report to the principal on a monthly basis about the status of families being serviced.

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

Sign ins, evaluations, analysis of academic and behavioral data of students whose parents participate in the workshops and parent opportunities.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Students reading at least 2 levels below grade level will be identified for AIS services. Students performing at least 1 level below grade level will be identified for services.</td>
<td>Program strategies include repeated readings, interactive writing, shared reading, guided reading, Fundations Phonics Program, Estrellita Phonics Program, Reading Recovery</td>
<td>One on one (i.e. Reading Recovery, Reading Rescue), small group instruction, pull out at-risk SETSS services</td>
<td>During the school day, after school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Students performing at least 2 levels below grade level will be provided with AIS services.</td>
<td>Fluency activities through Number Talks, Math Center work)</td>
<td>One-on-one, small group instruction</td>
<td>During and after school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Students performing at least 1 level below grade level will be identified for AIS services.</td>
<td>Science Lab work, interactive writing, sentence starters, shared reading, shared writing</td>
<td>Small group instruction, one-on-one work</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Students performing at least 1 level below grade level will be identified for AIS services.</td>
<td>Interactive readings, close reading, timed readings, shared writing, shared reading, interactive reading.</td>
<td>Small group instruction, one-on-one work</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Students who submit a request for a School Intervention Team meeting to review a student case will be reviewed for</td>
<td>One on one counseling, group counseling, lunch periods with a SETSS teacher, Montefiore Health Clinic Mental</td>
<td>Small group and one-on-one</td>
<td>During the school day</td>
</tr>
</tbody>
</table>
services. Services will be provided if the team determines that the student is in need of at-risk services, based on a case by case review and interview with the teacher.

Health Services, Abbott House

Off-site therapy and home visits (scheduled by counselors and parents to fit their scheduling needs)
Section 7: Support for Students in Temporary Housing (STH)

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>27-STH students are noted in ATS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td>STH students will be provided with basic emergency supplies (e.g., uniforms, backpacks, school supplies, books, etc.) and other educational services (e.g., Abbott House counseling services, intervention programs, after-school) so that STH students have opportunities to progress academically.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: Title I Program Information

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

Part 1: Title I Status

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

Recruitment of highly qualified teachers is conducted through posting positions through our website, recommendations from staff and by posting the announcements with the DOE through the Early Hiring Program, New Teacher Finder and Open Market.

Efforts are made to retain highly qualified staff by providing distributive leadership. In this way, teachers are provided with vast opportunities to serve in leadership roles. Teachers lead grade teams, committees, lead PD workshops, and serve on our MOSL team. In addition, teachers are asked to participate in peer partnerships so that they can provide one another with feedback using the Danielson Rubric and the school’s Classroom Environment Rubric to evaluate instructional and environmental practices.

In addition, we have offered teachers the opportunity to obtain a recommendation from the Principal for obtaining a license in Bilingual Education and TESOL so that they may be provided with additional opportunities to serve the school-wide community. We currently have two teachers that have taken advantage of these opportunities. One teacher is a Spanish speaking classroom teacher who is on track to receive a supplementary bilingual certification and the other teacher is a general education teacher who is obtaining her TESOL license to serve as an ESL provider when the opportunity arises at our school.

High quality professional development is provided through an ongoing series of on-site and off-site workshops. Teachers are encouraged to register for professional development opportunities off-site. In addition, teachers receive PD through our Monday PD time after school. During this time, teachers have covered topics such as backwards planning, differentiated instruction, team teaching, opinion writing, crafting text-dependent questions, and reviewing data to make it actionable. In addition, we have carved out two additional periods (beyond the 5 preps teachers are eligible to receive per week). During this time, the teachers meet in teacher teams with the support of the literacy and math coach to plan instruction, review data, craft performance tasks, and reflect on the unit.

In addition, we have hired ELA (Generation Ready) and Math consultants (Metamorphosis Math) to continue to support teachers in shared reading, guided reading, and math planning. The consultants meet with grade teams twice per month. The consultants primarily use a cycle of plan-teach/co-teach-debrief for a 2.5 hour long session. During this time, periods are scheduled so classrooms are provided with coverage so that teachers can participate in the PD.
The teachers plan with the consultant, try out the lesson with the support of the consultant, and then debrief on the lesson delivery and what revisions need to be made the following time.

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).

High quality professional development is provided through an ongoing series of on-site and off-site workshops. Teachers and para-professionals are encouraged to register for professional development opportunities off-site. In addition, teachers and para-professionals receive PD through our Monday PD time after school. During this time, teachers have covered topics such as backwards planning, differentiated instruction, team teaching, opinion writing, crafting text-dependent questions, and reviewing data to make it actionable. In addition, we have carved out two additional periods (beyond the 5 preps teachers are eligible to receive per week). During this time, the teachers meet in teacher teams with the support of the literacy and math coach to plan instruction, review data, craft performance tasks, and reflect on the unit.

Differentiated professional development will be offered to teachers. Data from informal/formal Advance observations, teachers' professional goals, and teacher professional interests based on self-reflection will be used to tailor professional development opportunities.

In addition, we have hired ELA (Generation Ready) and Math consultants (Generation Ready and Metamorphosis Math) to support teachers in shared reading, guided reading, and math planning. The consultants meet with grade teams twice per month. The consultants primarily use a cycle of plan-teach/co-teach-debrief for a 2.5 hour long session. During this time, periods are scheduled so classrooms are provided with coverage so that teachers can participate in the PD. The teachers plan with the consultant, try out the lesson with the support of the consultant, and then debrief on the lesson delivery and what revisions need to be made the following time.

Teachers are sent off-site each week to PDs offered across the content areas. Some include: Metamorphosis Math Planning Days, Social Studies Passport training, STEM workshops, WILSON training.

Also, teachers participated in high-level professional development in several day conferences in various states for learning cutting-edge practices in ELA and Math (i.e. ASCD Conference in California; NCTM Math Conference in San Antonio, Texas.) Teachers also participate in the Literacy Design Collaborative Project (LDC) and have been invited through a grant to present at a conference in Nashville, Tennessee in July 2017.

Furthermore, paras are being trained by our IEP teacher on guided reading practices so that they may support student groups in the classrooms.
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.).

To help make the transition, parents and future kindergarten students are invited to participate in a summer orientation program each August. During that time, parents and students are invited into the building to see the classrooms of the children, meet the teachers, ask questions, and to learn about policies and procedures of the school. In addition, parents are invited to meet one-on-one with staff throughout the remaining portion of the summer by providing us with their most convenient contact information. Students are provided with a school uniform.

Parents are provided with PD from the beginning of the year so that they may learn about the standards. Topics covered include Reading Standards, Writing Standards, Math Standards, Handwriting Workshop, Motivating Students to Learn. In addition, our Parent Coordinator supports parents in navigating the elementary school system. Parents of Kindergarten students have been actively recruited through phone calls, flyers, and invitations to participate in events. A kindergarten luncheon for families of Kinder students is scheduled in December to address the needs of parents in navigating the system.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are an integral part of the assessment review process. Teachers collect data through writing baseline assessments, math assessments, reading assessments, and formative assessments in the classroom. Teachers review data as part of their teacher teams. They make decisions about the data by reviewing the information, broken down by subgroups to decide what next steps need to be taken in their classrooms, as well as adaptations that need to be made in the unit plans.

Teachers voices are heard to help in making assessment related decisions. At the end of the year, we had a meeting with a teacher committee to assess the number of Fountas & Pinnell reading assessments conducted throughout the year. They informed that the information collected 6 times a year was excessive. They recommended that students be
assessed in Reading through the Fountas & Pinnell 3 times per year. This would allow teachers to address topics on a deeper level.

Professional development around the review of data and making it actionable is visible in our Monday PD sessions with teachers and para-professionals. In addition, we have carved out two additional periods (beyond the 5 preps teachers are eligible to receive per week). Teachers are provided time with their Teacher Teams to review data and make plans on how this will impact units of study and how they might use this data to make decisions about how to support students. These findings go into their module revision templates in both Math and ELA.

In addition, a teacher MOSL selection committee made recommendations on the types of assessments that we would link teachers in the school to for the MOSL.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</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>$416,323</td>
<td>X</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>$80,160</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$27,598</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$3,786,745</td>
<td>X</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.

2The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

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

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

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

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

• **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. <strong>09X311</strong>, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lucero Elementary School</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>
<tr>
<td>- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>- providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
</tbody>
</table>
● 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;

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

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

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

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

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

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

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

● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

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

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help; and linking families to at least 3 community organizations that will serve their specific family needs.

### 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)

09X311, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

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

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

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

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

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

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

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

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

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
● supporting parental involvement activities as requested by parents;

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

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

II. Parent/Guardian Responsibilities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

● share responsibility for the improved academic achievement of my child;
III. Student Responsibilities

Student Responsibilities:

● attend school regularly and arrive on time;
● complete my homework and submit all assignments on time;
● follow the school rules and be responsible for my actions;
● show respect for myself, other people and property;
● try to resolve disagreements or conflicts peacefully;
● always try my best to learn.

Addendum: Community School Partnerships

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

Part 1 – Community School Partnerships Goal(s)

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

The Community Schools strategy has been integrated into our school by providing students with counseling services and extended learning time, as well as parent training.

The impact has been that in the 2016-17 ELA and Math exams we showed the greatest growth across the city--#3 in ELA and #7 in math. The students also have shown a decrease in social-emotional crises. They have been able to academically perform and perform higher in the classrooms.

Abbott House works together with staff to ensure that all students are receiving the supports they need to increase overall academic performance including mental health services. They offer new trainings to our staff in TCIS. Abbott House is a part of our Crisis Team, SIT team and Attendance team. Together the school is able to help students in all aspects in order to achieve their greatest successes.
Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2019 the number of incidents reports will decrease by 20%.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s) in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness—support your academic goals for students?

Abbott House has provided TCIIs training for teachers. By June 2019 75% of staff will be trained. The team also provided a detailed crisis intervention plan that was shared with teachers.

Part 2 – Community School Partnerships Core Services Action Plan

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

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott House</td>
<td>410</td>
<td>Mental Health</td>
<td>Improve the mental health environment of the school.</td>
</tr>
<tr>
<td>New Settlement After School</td>
<td>35</td>
<td>After-School Program</td>
<td></td>
</tr>
<tr>
<td>Abbott House</td>
<td>At-risk students</td>
<td>Small group for boys/girls to support</td>
<td></td>
</tr>
</tbody>
</table>

Part 3 – Budget and Resource Alignment

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

Abbott House has a staff that includes a Director, Clinician, Health Educator and Psychiatrist. The staff provides counseling, small group support, coaching for staff, workshops/trainings, attendance meetings, SIT meetings and mental health evaluations.

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

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

Part 3c. Describe how the school will partner with the Lead CBO to do the following:
1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

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

Abbott House will keep in communication with staff during attendance meetings, IEP meetings and SIT meetings regards students who need support. Abbott House offers to families workshops and outside services for mental health. They communicate to families the needs such as social or emotional of the student through mental health. New Settlement is a support for academic needs to students who are enrolled.

Abbott House and staff have develop positive relationships with families to support students and their progress at school. Abbott House is also going to help parents to gain support within the school through the PEEPS program.

Part 4 – Community School Partnerships Oversight

Part 4a. Key Staff and Partners

1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)

2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.

3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students.

The Abbott House staff attends all meetings that pertain to a student that may be in need of extra supports or is getting support from the CBO. The director ensures that all areas are supported throughout the school. Data is updated daily through interventions used, mentoring sessions and students receiving mental health evaluations. The clinician counsels students and gives support for interactions with staff. The psychiatrist conducts mental health evaluations for the students and assists the parents in managing medication. The community health educator helps families with outside help and conducts interviews.

Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.
An increase in funding for more mental health supports would overall benefit the students success, teachers effectiveness to support the students, and overall support for families.

<table>
<thead>
<tr>
<th>Part 4c. Timeline for implementation and completion, including start and end dates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From September 2018 to June 2019 Abbott House looks at these goals to see where support may be needed or if anything needs to be reviewed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 4d. Mental Health Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
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

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

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

Total # of ELLs to be served: ________

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

- [ ] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [ ] 6
- [ ] 7
- [x] 8
- [x] 9
- [x] 10
- [x] 11
- [ ] 12
**Part B: Direct Instruction Supplemental Program Information**

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

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

Begin description here: _____

Lucero Elementary School opened its doors to students in 2013-14, offering Dual Language programming to ELL students. Now, at full capacity—Grades K-5—we provide students with General Education, Dual Language, Dual Language ICT, and Self-Contained classes. Currently, register data informs us that 50% students (199 students) are English Language Learners. In addition, 92% of the students are of Hispanic ethnicity. It is expected that because of the demographic and register data, the Dual Language program will provide English Language Learners (ELLs) with a relevant service for ensuring that their language needs are met. Currently, we have Dual Language Programs in Grade K and in Grade 1, one Dual Language ICT and one Dual Language in Grade 2 and 3, one Dual Language in Grades 4 and 5. Thus, the Dual Language program target ELLs and English dominant students in Grades K and 5, and provide instruction in English and Spanish to student participants.

Research indicates that some of the benefits of a Dual Language program for ELLs and English dominant students include: proficiency in first and second language (English and Spanish), an appreciation of people from different cultures, and outperform in state exams compared to students in monolingual classrooms. In addition, a Dual Language program provides ELLs with an additive approach to language acquisition. In this way, students’ first language is valued, nurtured, and used as a foundation upon which a new language may be learned proficiently. The 21st century world in which our students live in, requires individuals who have strong communication, empathy, and innovation skills. A Dual Language program provides the groundwork for developing these skills in our students, as it provides students with opportunities to bridge cultures, empathize with individuals of diverse backgrounds, and learn various approaches to problem-solve in light of new found understandings. Through participation in the program, our students will be able to gain the skills necessary for becoming full participants in the social, economic, and political systems of our world.

The instructional infrastructure of Dual Language programs provide greatly increased educational productivity because it offers full rather than partial achievement gap closure at annual costs comparable with existing programs. Traditional programs for English learners provide watered-down instruction in basic English, virtually guaranteeing that the native English speakers will outperform English learners and thus widen the achievement gap over time. English learners need enriched, sustained forms of instruction that allow them to receive support in their first language while learning a second language. Dual Language programs offer English learners a mainstream curriculum, which leads to full English proficiency and curricular mastery, with instruction provided by monolingual and multilingual teachers who already work within the school system (“The Multiple Benefits of Dual Language”, Educational Leadership, Thomas & Collier, October 2003, V.61, No.2, pgs. 61-64).
**Part B: Direct Instruction Supplemental Program Information**

Planned activities and securing of resources to ensure the success and support of ELLs in the Dual Language and ENL/ESL programs, through Title III funds include the following:

After-school programming for ELLs: The after-school program will focus on English language development. The program will begin on October 17, 2018 and it will end on April 25, 2019. The total # of session is 60. The number of sessions will be on Wednesdays and Thursdays from 2:20 to 4:20 PM. It will target all ELLs in Grades 2-5. Each grade, 20 students will be served. In the first hour of the program, the students will focus on ELA. In particular they will focus on close reading and writing about reading. For ELA the students will use the I-ready program. They will focus on Reading float fluency, writing, a word work. Their data will be trapped on the I-ready program. In the second hour, students will engage in discussion and debates to improve their oral language and listening skills. During Math, they do inquiry math and math fluency. They us the Go Math program and context for learning mathematics program. Each week on Thursday the teachers will provide students with an exit ticket. The exit ticket will target a specific strategy that students need to be able to focus on or on the content. The students who do not demonstrate mastery will be invited to participate in different small groups within their after school math.

The language of instruction for the after school programming will be in English. Students will receive whole language support through the use of a paraprofessional or dictionary and glossaries.

The teachers will use direct instruction, small group instruction and one on one instruction to support needs of individual learners.

The teachers will use i-ready, Go-Math materials during the after school programming.

The instructional materials that will be used will include supplemental Ready Gen materials including Close Reading Sleuth and iReady books. In addition, we will use iPads to develop language using the Starfall program and Reading A-Z. We will also use the Voices program to conduct close reading.

The attendance will be taken by the teachers and it will be collected and kept the records in the main office.

The total cost of our program will be $36,390 and we receive a Title 111 allocation amount of $25,038. The remaining $10,352 will be supplemented with Tax Levy funds.

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**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: _____

It is vital that teachers are provided with quality PD opportunities to enhance their instructional practices when working with ELL students. ELLs require scaffolding and differentiation to ensure that they are able to make content comprehensible. Thus, teachers will be provided with PD workshops on site to address their PD needs.

The PD that will be offered and funded through Title III will be offered to all teachers on staff, with a maximum of 10 teachers per workshop and prioritizing bilingual certified teachers in the
Part C: Professional Development

Title III program. Two sessions of PD will be offered to up to 10 teachers per session. Each session will last for two hours. The topics to be covered include the following:
- Oral language strategies to support beginning ELLs
- Vocabulary building to support ELLs at Various Levels

In addition, we will support this work through Monday PD time at 2:20-3:40 p.m. Teachers will be engaged in a study group focusing on differentiated instruction for ELLs. There will be a facilitator who will use protocols to engage participants. Teachers will be asked to identify areas that they will develop in their own practice each week. Peer partnerships will be established to encourage teachers to provide feedback to their peers based on what they implement after the training. Teachers will debrief on challenges and successes made at the beginning of each meeting.

Teachers will meet every first Monday of each month for 45 minutes. The total of 10 sessions will be provided by at no costs. Topics will include teaching vocabulary, phrases, fluency and writing to ELL students. Our ENL Coordinator, Kyeyeon Park, will facilitate the PD workshops for teachers. The agendas and attendance will be kept in the ELL binders. These PDs will help new teachers to understand ELL students needs and how to help them better.

ENL teachers (Ms. Park & Ms. Monestime) will attend ENL related PDs to get more information about the topics.

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: ______

It is essential that parents are well aware of the Common Core standards so that they may support their children at home and build a learning bridge from school to home and home to school. Parents will learn about the Common Core standards in ELA and Mathematics. They will also learn about the standards that students must achieve to score proficient on the NYSESLAT examination.

Title III funding will be applied towards materials for the PDs (i.e. paper, pencils, copies, parent booklets) and refreshments for the parents.

Topics to be covered include the following:
- Understanding the Common Core Reading Standards for Each Grade
- Understanding the Common Core Writing Standards for Each Grade
- Importance of Oral Language and Listening Skills
- Understanding the Common Core Math Standards for Each Grade
- How to use technology to conduct research at home
- Motivating Your Child to Learn
- Basic English Conversation Skills
Part D: Parental Engagement Activities

- Reading to Your Child at Home to Build Literacy Skills
- Teach Students How to Write Letters
- Using Your Community as a Learning Resource

Each topic will be repeated more than once in order to reach parents unable to attend specific sessions of interest on originally scheduled days.

On Mondays at 8:30-10:30am and on Fridays at 1:20-2:20pm, parents can attend computer workshops. (total of 60 sessions)

On Fridays at 8:30-9:30 am. Parent coordinator will lead parent workshop about Health and academic topics. (total of 30)

The lead coordinator will be our parent coordinator, Juannis Lopez.

Parents will be notified of these activities through the following:
- Flyers will be sent home by students.
- Monthly parent newsletter and calendar will be distributed to students.
- Parent meetings (i.e. school leadership team, Coffee with the Principal)
- PTA meetings
- Morning line-up and dismissal face-to-face announcements/reminders
- Community Circle Friday meetings
- School Website
- Posters will be displayed in front of school door.

All these events are open to title III parents as well as parents of ELLs. The lead coordinator, Juannis Lopez leads the meeting in English/Spanish. When there is a guest speaker, Juannis Lopez translates in Spanish.

Parent Coordinator keeps the records in the binder including agendas, attendance sheets and invitations.

Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $_______</th>
<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>$25,038</td>
<td>The total cost of our program will be $36,390 and we receive a Title 111 allocation amount of $25,038. The remaining $10,352 will be supplemented with Tax Levy funds.</td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part E: Budget

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

Allocation Amount: $___

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Must be supplemental.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Additional curricula, instructional materials.</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>- Must be clearly listed.</td>
<td>N/A</td>
<td>N/A</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>9</td>
<td>Bronx</td>
<td>311</td>
</tr>
</tbody>
</table>

School Name: Lucero Elementary School

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kattia Cuba</td>
<td>n/a</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alourdes Monestime</td>
<td>Eric Aaron</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tien Caceres</td>
<td>Elizabeth Acteopan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ana Pena/Dual Language</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Lang Gr 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivonne Cisneros/Dual</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Adames</td>
<td>Nichelle Maybanks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title) type here</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leticia Rosario Rodriguez</td>
<td></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>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>2</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>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
D. Student Demographics

| Total number of students in school (excluding pre-K) | 417 | Total number of ELLs | 186 | ELLs as share of total student population (%) | 44.60% |

Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Transitional bilingual education program (TBE)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Dual language program (DL)</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s): Spanish</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Freestanding ENL</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

Bilingual Program Breakdown

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

Part III: Assessment Analysis

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

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

We have collected data for through Fountas and Pinnell reading levels in English & Spanish, Baseline Writing Assessments for K-5, and using the Estrellita Phonics (Spanish) Assessment to assess Kindergarten ELL early literacy skills. We administered i-ready diagnostic tests 3 times in a year. In Reading, 46% of students are performing on Level 1. In Writing, 35% of students are performing on Level 1, and 56% are performing at a Level 2. As we have just have received our Core Curriculum materials (Lit Life Reading and Writing, GoMath, FOSS Science Kits) and have completed MoSL. Once we complete our diagnostic data collection, we will be able to group students and target students depending on where they are in their knowledge of phonics.
and phonemic awareness. Both the Estreillita and Fundations programs help teachers in grouping students and tailoring instruction according to proficiency levels.

2. What structures do you have in place to support this effort?
Reading recovery teachers serve four first grade struggling readers daily for 30 minutes to support their literacy strategy.

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?
Our Dual Language success is measured by two critical benchmarks: (1) growth by at least 1.5 years in reading utilizing data collected on the Fountas and Pinnell reading levels in Spanish, and (2) growth from at least one performance level on teacher created Writing and Math unit assessments. By analyzing the assessments data, we will focus on our student gains in content knowledge mastery as well as their language acquisition in Reading, Writing, Listening, and Speaking.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Teachers display students reading levels in the big chart in the classroom and grouped them into similar reading groups for guided group reading. The students who are in Tier III, receive Reading Rescue. Students in Tier II receive AIS at least twice a week. Students in Tier 1 are provided with close reading, after school, and Saturday School.

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.]
PS 311 uses data to guide instruction for ELLs within the Response to Intervention Framework. In Grade K, students are diagnostically assessed on their Concepts about Print. If students score a total of 41 points, it is determined that the student is able to be assessed in reading using the Fountas and Pinnell reading levels. Students assessed through the Fountas and Pinnell reading levels are asked to read while the teacher takes a running record. Comprehension is assessed through a set of questions students must answer. The data allows us to group students according to reading levels and understanding of reading skills and concepts (predicting, summarizing, vocabulary, setting). Students are grouped according to levels. If the student’s reading level is one level below grade level, an RTI group (Tier II) will be formed for six weeks to focus in on an area of need gleaned through data. If the children are performing two levels below grade level the children will be grouped in a smaller group or one-to-one with a teacher. The reason we must group the students performing in Level 1 is because of the high concentration of Level 1 students. Some students who require one-on-one, Tier III support will work with the Reading Recovery teacher. Others will have one-on-one time during a period designated with the AIS teacher. RTI groups are and will be formed every six weeks for Math and for Literacy. Teachers will keep logs detailing the focus for the group, participants in the group, expected outcome, and strategies that will be used. At the end of the six week period, teachers will determine if the student will need to remain in the group, move to another group where additional support is needed (Tier II or III), or can function within a Tier I group. Every six weeks the cycle begins again.

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].
RLAT, RNMR, and RESI are used to run EDAT.

Below are are our data results from the 2016-17 exams:

Math: 19% level 3 and 4
ELA: 25% level 3 and 4
NYSESLAT:
56% of students with comparison scores from previous year grew 1 or more levels.
38% of students with comparison scores from previous year showed no growth.
6% of students with comparison scores from previous year went down 1 level.
28% of students had no data from the previous year to compare to (as they were new to the country)

Here is a breakdown of our ENL Levels for 2017-18 thus far:
Entering= 37
Emergent= 24
Transitioning= 26
Expanding= 75
Commanding=0

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   ENL teacher updates the data if there's any changes to run EDAT to see the current data. The ELL Data Analysis Tool is an amazing tool to use as resource when disseminating data. The EDAT is a tool that allows schools to download 3 ATS reports and then provides them a summary of their school’s status and students’ achievement and progress. The EDAT also allows schools to target instructional programs to accelerate achievement among both ELLs and non-ELLs.

8. 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 ENL Program is served by two ENL teachers.

      1 teacher serves students in Grades K-2. The other serves students in Grades 3-5. The teachers push in to classrooms for 180 minutes to co-teach with the classroom teacher. They teach a mixed levels group. The teachers also pull Entering, Expanding students receive pull out services 180 additional minutes to provide additional vocabulary building, close reading, writing, speaking, and listening. The teachers push into ELA periods.
   b. TBE program. If applicable.
      N/A
   c. DL program. If applicable.
      The Dual Language classes offer 360 minutes of ESL instruction. In Kindergarten, this is accomplished through math and social studies being taught for a total of 360 minutes per week in English. In grades 1 through 5, the classes are taught over 360 minutes per week to address the ESL mandates. The Dual Language programs in these grades are 50/50 instruction in English and Spanish. Thus, students are taught content in both languages. Students switch classes every three days. They go to an English class for the English days. They go to a Spanish classroom on Spanish speaking days.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL Program is served by two ENL teachers.

1 teacher serves students in Grades K-2. The other serves students in Grades 3-5. The teachers push in to classrooms for 180 minutes to co-teach with the classroom teacher. They teach a mixed levels group. The teachers also pull Entering, Expanding students receive pull out services 180 additional minutes to provide additional vocabulary building, close reading, writing, speaking, and listening. The teachers push into ELA periods.

The ENL teacher in grade 2 serves as a co-teacher four days per week for 45 minutes per day as a co-teacher during the ELA period. Students are heterogeneously grouped so that they may learn from one another.

HLA is taught every three days. Students switch classrooms to the designated language of the day classroom..

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.

The ENL Program is served by two ENL teachers.

1 teacher serves students in Grades K-2. The other serves students in Grades 3-5. The teachers push in to classrooms for 180 minutes to co-teach with the classroom teacher. They teach a mixed levels group. The teachers also pull Entering, Expanding students receive pull out services 180 additional minutes to provide additional vocabulary building, close reading, writing, speaking, and listening. The teachers push into ELA periods.

Students are heterogeneously grouped so that they may learn from one another. In addition, for Dual Language programs please note the following: The Dual Language classes offer 360 minutes of ESL instruction. In Kindergarten, this is accomplished through math and social studies being taught for a total of 360 minutes per week in English. In grades 1 through 4, the classes are taught over 360 minutes per week to address the ESL mandates. The Dual Language programs in these grades are 50/50 instruction in English and Spanish. Thus, students are taught content in both languages in each content area.

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

The students are assessed in their home language through the NYCDOE guidelines for Spanish Native Language Arts. This includes a rubric of a student profile. Teachers will use this profile to assess the work that students produce in Spanish and to provide students and their parents with feedback for their improvement.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

   A. SIFE students will be provided with Reading Rescue to catch them up on any reading gaps. They will receive Guided Reading at least 3 days per week. They will receive AIS services. They will receive after school and Saturday School opportunities.
   B. Students who are newcomers are provided with supports such as books in their native language, a language buddy to translate, materials are provided in their native language, picture supports and charts are provided in the classroom, personal word walls are provided to each student.
   C. Students who are developing receive access to the same supports as newcomers so that they may choose to access these
as needed.
D. We do not have long-term ELLS in the school.
E. Former ELLs who are in Dual Language classrooms are now considered part of the English speaking group of students. They are provided with the same 50/50 instruction in both English and Spanish, so they are constantly engaging in both languages even as they pass the NYSESLAT. Former ELLs in ENL classes get 90 minutes/week push in instructions by ENL teachers.

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?
Some of the instructional strategies include cooperative learning, posting support charts, picture supports, and partner work so students can have access to academic content. All resources are provided in both languages. There is at least one para-professional in each grade. Ms. Perri checks RSPE from ATS to see if children with IEP get all mandated services accordingly. Students are provided with Reading Rescue and AIS. In addition, they are offered After School and Saturday School to catch them up on any instructional gaps that they may have.

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?
SETSS is provided to students through programming that mirrors what students do in the classroom at the time that they are pulled away for SETSS instruction. Teachers share plans through Google Docs so that all teachers servicing the students are working from the same curriculum plans. The SETSS teacher provides scaffolds so students can best access the content. Also, they are provided with afterschool programs, RTI or reading recovery to support their literacy or math skills. Classrooms with IEPs may include a para to support learners.

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.
We have the following targeted intervention programs for ELLs in ELA and Math:
Reading Recovery: The Reading Recovery teacher, who is also the ESL Teacher, provides ELL students who are reading at a level 1 with services. She is training through New York University and learning about reading recovery strategies to support ELLs. There are four 1st grade ELLs in Phase I of the program. This program is offered in English.

Response to Intervention (RtI): RtI is offered to ELLs performing at Level 1 and Level 2 through small group and 1 to 1 instruction within the classroom on a daily basis. Teachers take a group of 5 students in the classroom for 20 minutes intervals to focus on Guided Reading five days a week. The focus is on students who are reading in at least a level 2 (DRA) or above. This program is offered in both English and Spanish, depending on the native language of the student. ESL Students receive instruction in English.

Fundations: This phonics program helps students to improve their reading fluency and word decoding skills. This program is offered to students in Dual Language classrooms on English language designated days. ESL students receive instruction in Fundations for 30 minutes, daily in English. Though all students are targeted, groups are formed according to proficiency levels in the program.

Estrellita: This Spanish phonics program helps students to improve their reading fluency and word decoding skills. This program is offered to students in Dual Language classrooms in grades K-2 in Spanish on Spanish language designated days. This program targets all students, though it is differentiated by levels.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Summer program, after school program and Title III enrichment program will be planned to improve students’ English. Below are the trends from the last exams in 2016-17:

Math: 19% level 3 and 4
ELA: 25% level 3 and 4
NYSESLAT:
56% of students with comparison scores from previous year grew 1 or more levels.
38% of students with comparison scores from previous year showed no growth.
6% of students with comparison scores from previous year went down 1 level.
28% of students had no data from the previous year to compare to (as they were new to the country)

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

It is not anticipated that we will need to discontinue any current services until additional data is collected and reviewed for efficacy.

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

We ensure that there is equity to access for all parents and children. Starting with our parents, we ensure that all material that is sent to the home is available in two languages. Translation and interpretation is available by a range of PS 311 staff. Almost everyone on staff can communicate in Spanish, the dominant language spoken by students and their families. Parent Orientation and Open school night was presented to students and families in both English and Spanish. In addition, all presentation materials and events are offered in both English and Spanish. Parents feel welcome and informed as a result. We welcome parents’ questions and provide information to support their children. In addition, students are offered all services as English proficient students. This includes Extended Day, after-school programming three days per week on Tuesdays, Wednesdays, and Thursdays; and after school programs offered by New Settlement.

Academic after-school is offered from October thru June. This is open to all students in Grades 2-5. Students focus on Close Reading and an intensive math concept two days per week. The program runs 2:30-4:30 on Wednesdays and Thursdays.

Students at Level 1 receive a third day of after school thru Practice Makes Perfect. They will focus on a math concept one day per week. Fridays, 2:30-4:45.

Saturday School is offered to students per week. Students who do not pass a math exit ticket on Tuesday are invited to the next Saturday School where the math exit ticket will be reviewed in depth. Saturday School runs from October thru June, 8:30-12:00.

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 classrooms are equipped with Smartboards, a laptop, and an iPad to use for instruction with students. In addition, we have purchased 55 iPads to use with students through School Improvement Grant funds. Students will learn using applications that we purchase. Additional materials purchased to support students is Reading A-Z, Fountas & Pinnell Leveled Library Kits, Fundations (phonics in English), and Estrellita (phonics in Spanish). Our Science teachers utilize FOSS kits to engage students in science experiments.

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

Home language support is provided through each Dual Language teacher in the classroom. Native language arts, and instruction in the content areas is delivered in this way. Native language library collections are housed in each Dual Language
classroom, in the school's library, and in the Literacy Room. Teachers of students in ESL programs are able to support the native language of their students by borrowing books for their students on an as-needed basis from the Literacy Room.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   As the basis for differentiation, each ELL student receives the required number of minutes of ELL instruction according to LAP guidelines, represented in the preceding charts. Teachers collect and analyze data from NYSESLAT, NYS ELA Performance Tasks, Math Performance Tasks, MoSL, and DRA reading assessments to further differentiate instruction. Additional information taken from classroom observations, conference notes, and other qualitative data is looked at to make decisions that correspond to developmental levels of students according to age and grade. All data is gleaned through the lens of attainment of Common Core Learning Standards. All curriculum is aligned to the NYS CCLS.

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?
   N/A

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).
   For students, there was a pre-enrollment period in the spring that allowed us to promote our new Dual Language based school. Parents were informed about the services that would be provided to all students, the mission and vision, and curricular plans. The DOE supported efforts of new schools in securing preliminary spaces for students who planned to enroll at PS 311. In the Summer, the ELL Coordinator met with parents who pre-registered students to assist them in enrollment.

   In July 2017, parents were invited for a celebration and open house to learn about the school, meet newly hired teachers of ELLs, and to receive a free uniform for the school year. Parents were encouraged to become active members of the community and to celebrate the spirit of the school, which includes cultural understanding.

   At the start of the first day of school all school personnel, met and greeted children and parents in the school yard. This procedure has continued, as all teachers and the Principal are present at line up and dismissal. Newly enrolled students are paired with a buddy to ensure that the student is welcomed and becomes familiar with the campus, routines, practices, and key staff at the school.

17. What language electives are offered to ELLs?
   As we are currently a K-5 school, the electives offered to ELLs constitute being in a Dual Language program where they learn in English or Spanish, rather than an ESL setting where students learn only in English.

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) EEs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

   A. In the 80:20 Kindergarten Dual Language program, students receive Math, Social Studies, Science, Art, and Gym instruction in English sequentially. They receive Science and Social Studies five times per week (alternating weeks), delivered by one Cluster and the Classroom Teacher. Students receive Music &
Movement twice a week and gym twice per week. The model is a self-contained model. In the Grades 1-5 classrooms, students follow a 50/50 Dual Language program, roller coaster model that changes languages every two days. Students have PE and Music & Movement in English. Social Studies and Science are in both languages throughout the week.

B. In Kindergarten, the ELA and part of the math content areas are taught sequentially in Spanish. The math, Social Science, and Science are taught in English. The PE and Music & Movement programs are taught in English. In Grade 1 through 4 we use a roller coaster, self-contained model for our Dual Language classrooms. Students receive Social Studies, Science, Music & Movement and Gym instruction in English and Spanish (in the case of Science and Social Studies). Students receive Science and Social Studies five times per week (alternating weeks focusing on one content area). ELA and math are taught in both languages, alternating every two days.

C. Language for instruction is divided as noted above in Section A and B.

D. The Dual Language model we use in Grade K is self-contained 80:20. In Grade 1, we have two Dual Language classrooms that are self-contained, whereby the teacher changes languages every other day (For example, Monday and Tuesday instruction is in English, Wednesday and Thursday instruction is in Spanish, and so forth.). In addition, we have an ICT, self-contained Dual Language classroom in Grade 4 and 5. Teachers also use the "roller-coaster" model, alternating languages based on the day designated.

E. In Kindergarten, emergent literacy is taught in Spanish. In Grade 1 and 2, emergent literacy is taught in both languages.

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**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?

   The Professional Development plan for all teachers include: Developing Objectives that are aligned to the Common Core Standards, Developing and using assessments that inform whether students have met their objective, Depth of Knowledge, and Questioning. In relation to teachers of ELLs, these school-wide PD goals will have an added lens of how to think about these 4 areas of development relative to ELLs. For example, when thinking about objectives, teachers of ELLs will also receive PD on developing content and language objectives for students. All PD activities will relate to the four opver-arching PD goals. In addition, PD will include curriculum mapping, ELL stratagies, labsites/intervisitations, and policies and procedures. ENL teacher has been attending ELL District 9 Liaison Monthly Meeting.

Lucero Elementary School
Professional Development Plan 2017 2018

NEW TEACHER TRAINING

Classroom Teachers

ELA
● LitLife Curriculum Development
● ELA Modeling and Teacher Support-LitLife Coach

MATH
● Review of Mathematical Standards (Major, Supporting, and Additional)
● Mathematical Practices and Workshop Model
● Math Fluencies
● Metamorphosis Math: Plan, Deliver Instruction, and Debrief Cycle
● Metamorphosis Math: Resource Planning

ADMINISTRATIVE
● MOSL Overview and State and Local Measure Committee
● Fire Drills and Safety Plan
● Community Partner Protocols

PROFESSIONAL LEARNING COMMITTEES
● Vertical Team Teacher Rounds
● Executive Cabinet Committee Meeting
● Teacher Team Meetings

SPECIAL EDUCATION
● Meeting Performance Indicators on IEPs
● Behavior Intervention Plans (BIPs), and ABC charts
● ICT Teaching Models
● Progress Reports for Parents for Report Cards
● Referrals Process
● Reading and Writing Quality IEPs

DATA
● Data analysis of Fountas and Pinnell Running Records
● Report Cards and Comments on STARS
● Math Baseline Analysis
● Writing Baseline Analysis
As Professional development for teachers of ELLs will still follow school-wide goals as noted in section 1 above. All PD will include a lens regarding supporting ELLs in attaining Common Core standards. In particular, Questioning, Objectives, and Assessment are directly related to this goal.

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

As we are currently a K-5 school, this is a topic that we have begun to address as a school community. We will make partnerships with district and local schools so that they can come and present their school to our parents and to answer any enrollment related questions. The Parent Coordinator will also plan trips to take parents to visit some of these schools. Teachers will be offered PD that will allow them to target 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL Teachers (10 hours for special education teachers) for all staff, as per requirements of CR Part 154.2. Topics will be related to the four priority areas listed above. In addition, teachers will be offered PD related to learning about strategies for supporting ELLs, setting language objectives, and how to differentiate instruction. PD will be offered across the year.

Teachers of ELLs will meet the required 50% ELL-specific PD through the Monday PDs, twice per month. Records of agendas, sign-ins are kept in a PD binder in the Principal's Office.
**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?

PS 311 has a high degree of parent involvement on the part of parents of ELLs. This is attributed to the majority of the staff, Assistant Principal, and Principal being dominant in both English and Spanish. Parents have expressed that they feel welcome due to presentations translated for them, the warm welcome they receive, and because all staff members meet and dismiss students—giving parents the opportunity to speak with teachers. In our 2016-17 Quality Review, it was noted that our parent communication and involvement is rated as "Well-Developed".

Parents are contacted individually through the Tuesday parent meeting times to provide parents with an opportunity to discuss the goals of the program, specific to their own child as well as data pertaining to their student. The Bilingual Coordinator and classroom teacher are part of this discussion, alongside administrators, as needed.

We have our staff, Bilingual teachers and also Parent Coordinator who translates or communicate with parents in Spanish directly.

The Annual Parent One-On-One occurs in the beginning of the year. Parents make their selections about their programs for the new year. The goals of each program are discussed, along with NYSESLAT progress. Parents are provided with data about language needs.

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

Lucero Elementary School has a high level of ELL parent engagement. Activities that foster parental involvement include the following: Weekly Parent Meetings focusing on academics (i.e. ELL related topics, ELA, Math, Motivating students to Learn), Parent Volunteerism in the Classroom through our PEEPS program in collaboration with New Settlement, Monthly Movie Night, October Harvest Festival, Activity Night, Abbott House (programs for mental and emotional health and wellness), Cook Shop for parents, Edible Garden cooking labs for parents, Wellness in the Schools cooking labs for parents. Newsletters are also provided in both languages to inform parents of the school events, as well as monthly calendars printed in both languages.

The majority of parents who participated are families of ELLs, as we have a high ELL population.

Translation is provided.

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**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, Kattia Cuba, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kattia Cuba</td>
<td>Principal</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Assistant Principal</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>Juannis Lopez</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>Alourdes Monestime</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>Elizabeth Acteopan</td>
<td>Parent</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>Kyeyeon Park</td>
<td>Coach</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>Jennifer Perri</td>
<td>Coach</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>Eric Aaron</td>
<td>School Counselor</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>Leticia Rodriguez-Rosario</td>
<td>Superintendent</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>Nichelle Maybanks</td>
<td>Field Support Center Staff Member</td>
<td>na</td>
<td>09/01/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
<td></td>
<td>09/01/17</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>n/a</td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 09X311  School Name: Lucero Elementary School  Superintendent: Leticia Rosario

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>Juana</td>
<td>Lopez Arellano</td>
<td>Parent Coordinator</td>
<td>Yes on 08/02/18</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.

Parents language preference is gathered through the use of the Following data:

Home Language Identification Survey (HLIS) that the parents fill out during registration.

Through reports that are generated by the Automate The System (ATS)
Informal feedback and surveys that are conducted by the school during events such as parent meetings (i.e. Parent Teacher Association meetings, Coffee with the Principal, Coffee with the Parent Coordinator, Meet the Teacher Night)

Canvassing of the parents regarding their translation and interpretation needs.

Data collected from the students Emergency Contact cards.

Primarily, we have 303 Spanish speaking families, 147 English speaking, 1 family that speaks Fulani. All of our materials are translated and provided in English and Spanish. For the Fulani family we use the Language Line and translate for them the information we are willing to give to them.

To support families where there may be illiteracy, we use posters with symbols for identifying the purpose of meetings. Our fliers include these symbols, as well.

During school meetings such as Parent Teachers Conference, School Leadership Team meeting, Breakfast with the Principal, Parent Workshops and IEP meetings translation will be provided for parents through the use of school staff who are proficient in Spanish. Staff members who will be used are teachers, parent coordinator, paraprofessional, school aides. For the Fulani family we use the Language Line.

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>Fulani</td>
<td>1</td>
<td>0.22</td>
<td>1</td>
<td>0.22</td>
</tr>
<tr>
<td>English</td>
<td>147</td>
<td>32.59</td>
<td>145</td>
<td>32.15</td>
</tr>
<tr>
<td>Spanish</td>
<td>303</td>
<td>67.18</td>
<td>305</td>
<td>67.63</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 09/18/12

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

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.
<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Handbook calendars</td>
<td>1st week of school</td>
<td>School Staff or DOE Vendor. We provide our parents with the handbook at the beginning of the school year. For our Fulani family we coordinate an appointment to use the Language Line.</td>
</tr>
<tr>
<td>Newsletters</td>
<td>once per month</td>
<td>School Staff. We distribute the newsletter in English/Spanish. For the Fulani we coordinate an appointment to use the Language Line.</td>
</tr>
<tr>
<td>Calendars</td>
<td>once per month</td>
<td>School Staff. We distribute the calendar in English/Spanish. For the Fulani we coordinate an appointment to use the Language Line.</td>
</tr>
<tr>
<td>letters or notices</td>
<td>ongoing throughout the year</td>
<td>School Staff. We distribute the letters or notices in English/Spanish. For the Fulani we coordinate an appointment to use the Language Line.</td>
</tr>
</tbody>
</table>

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conference</td>
<td>3 times per year</td>
<td>School Staff would do the translation and for Fulani Family we can use the Language Line.</td>
</tr>
<tr>
<td>Breakfasts with the Principal</td>
<td>Once per month</td>
<td>School Staff would do the translation and for Fulani Family we can use the Language Line.</td>
</tr>
<tr>
<td>School Leadership Meetings</td>
<td>Once per month</td>
<td>School Staff would do the translation and for Fulani Family we can use the Language Line.</td>
</tr>
<tr>
<td>Parent workshops</td>
<td>ongoing</td>
<td>School Staff would do the translation and for Fulani Family we can use the Language Line.</td>
</tr>
<tr>
<td>IEP Meeting</td>
<td>ongoing</td>
<td>School Staff would do the translation and for Fulani Family we can use the Language Line.</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.

Train staff to use 3 way call system to use the phone interpretation service.

Train staff how to use language Line.

We use blackboard connect 5. This program does robot calls and translates in English/Spanish and Fulani languages (Text, email, and phone messages).

In order to help parents that speak Fulani language when they want to call the school the LAC will call them and teach them how to call to the school and ask for help.

**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](http://schools.nyc.gov/RulesPolicies/ParentBillsofRights/Parents+Bill+of+Rights+and+Responsibilities.htm) and what resources are available to meet compliance.

|AC will turnkey the language access information to all school personnel during PD hours.

All school staff will be trained in how to use the Three Step flyer to access Language Line.

In order to ensure that all school staff are aware about the procedures they will do a practice during the PD hours.

**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.)

Parents will be provided with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Translated versions of this document will be obtained through the DOE’s website (http://schools.nyc.gov/RulesPolicies/ParentBillsofRights/Parents+Bill+of+Rights+and+Responsibilities.htm).

We will post a sign in the school building in a conspicuous location near the primary entrance in each of the covered languages, indicating the availability of interpretation services.
Our school’s safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school’s administrative offices solely due to language barriers. We have spoken to security and they know to contact our school when one of our families visits. We are well acquainted with all of our foreign language speaking families, and they know how to direct themselves to our Main Offices once they sign in with security.

As we have less than 10% of students who speak a language other than English or Spanish, we going to use the Language Line and use DOE translation in order to have a good communication with them.

Our website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

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

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

We will gather feedback from parents on the quality and availability of services through parent surveys conducted through a paper and focus group survey. This is done at the end of each meeting.

In order for them to feel welcome at our school we speak with the families that speak foreign language during dismissal times about their school needs.