2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): 08X376
School Name: ANTONIA PANTOJA PREPARATORY ACADEMY: A COLLEGE BOARD SCHOOL
Principal: NALINI SINGH
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

| School Name: Antonia Pantoja Preparatory Academy | School Number (DBN): 08x376 |
| BEDS Code: 320800011376 |
| Grades Served: Middle School/ High School 6-12 |
| School Address: 1980 Lafayette Avenue Bronx, NY 10473 |
| Phone Number: 718-824-3152 | Fax: 718-824-3543 |
| School Contact Person: Nalini Singh | Email Address: NSingh4@schools.nyc.gov |
| Principal: Nalini Singh |
| UFT Chapter Leader: Jep Jonson |
| Parents’ Association President: Lourdes Jibodh |
| SLT Chairperson: Jep Jonson |
| Title I Parent Representative (or Parent Advisory Council Chairperson): n/a |
| Student Representative(s): TyrekeSmith | n/a |
| CBO Representative: Amber Phillips |

District Information

| Geographical District: p8 | Superintendent: Dr. Erika Tobia |
| Superintendent’s Office Address: 1230 Zerega Avenue |
| Superintendent’s Email Address: Etobia@schools.nyc.gov |
| Phone Number: 914-263-8885 | Fax: 718-828-6239 |

Field Support Center (FSC)
<table>
<thead>
<tr>
<th>Bronx Field Support Center</th>
<th>Executive Director: Jose Ruiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director’s Office Address:</td>
<td>1230 Zerega Avenue</td>
</tr>
<tr>
<td>Executive Director’s Email Address:</td>
<td><a href="mailto:Jruiz2@schools.nyc.gov">Jruiz2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-828-7776</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-828-2760</td>
</tr>
</tbody>
</table>
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>Nalini Singh</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jep Jonson</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lourdes Jibodh</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Tyreke Smith</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>h/a</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Chris Molloy</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Panagiota Karellas</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Melissande Torres</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>Melissa Jusino</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Figueroa</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Raquel Smith</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Luz Velazquez</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>
<td></td>
</tr>
</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 informed by 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>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></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><strong>Collaborative Teachers</strong></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><strong>Effective School Leadership</strong></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>Strong Family-Community Ties</strong></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><strong>Trust</strong></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:** Implement at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of) beginning no later than the 2018-19 school year.

• **Step 7:** 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 8:** 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?

The school was founded on the principles espoused by Antonia Pantoja, the person for whom the school was named. The school’s mission focuses on empowering students with a purposeful education and appropriate skills that allow APPA graduates to successfully navigate a society that is increasingly diverse, technological, and multicultural. In order to prepare students for such a reality, the academic priorities are supported with integrated service learning. Through the school’s curriculum and service learning experiences, the goal is to foster students who value citizenship, scholarship, and integrity, the core values of the school.

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.

School Context

Antonia Pantoja Preparatory Academy (APPA) is located in the Soundview section of the Bronx and is co-located on the Adlai Stevenson Campus. APPA serves approximately 440 students in grades 6-12, with about 210 students on register for middle school and about 230 students on register for high school. APPA is currently in its 8th year and will graduate its sixth middle school cohort and its second high school cohort at the end of this school year.

The demographic information for our current students is as follows:

- 49% males and 51% females
- 5.8% Asian or Pacific Islander
- 68% Hispanic
- 24% Black
- 1% American Indian or Alaskan Native
- .2% Native Hawaiian or other Pacific Islander
- 1% White
- 27% Special Education
- 13.5% English Language Learners

The 6-12 model affords the school more time to nurture students to meet the expectations of the school mission. The school has been working on creating a cohesive 7-year plan through innovative programming, strong partnerships, and creative service learning opportunities.

APPA’s innovative programming decisions center around the following:
● Balance Literacy approach for ELA in grades 6-9. Students will be given additional support in reading and writing to navigate the change in Common Core Learning Standards and expectations

● providing teachers in all core content courses (ELA, math, social studies, and science) 90 minutes a week to meet in Professional Learning Communities and 2 periods a week for common plan time

● accelerating students in 8th grade by offering high school courses such as Common Core Algebra and Living Environment

● co-teaching model classes with general education teachers and special education teachers in all core classes

● including rigorous curricula for high school students by adding courses such as AP Biology, AP Language and Composition, and AP Calculus, AP Literature, AP US History

APPA also continues to foster strong partnerships to address the social-emotional needs of our students.

● The Young Men’s Christian Association (YMCA) has been the school’s main Community Based Organization (CBO) since 2010. The organization serves approximately 100 students and provides them with homework help and extracurricular activities. The YMCA also runs the Y Scholars program where YMCA employees assist teachers in their classes throughout the regular school day.

● New York University School of Social Work Step Up Program provides individual and group counseling to support students’ academic and/ or social emotional needs.

● Good Shepherd Services Ernst and Young Mentoring Program matches students with mentors from the company to develop positive one-on-one, career focused relationships with students.

● Children’s Village to support our students in foster care and transitional housing. Children’s Village will assist with whatever the needs of the students are, with focus on social and emotional awareness.

   • RULER approach, provided through Yale University, to support our students in being able to identify and understand their emotions.

● Partnership with Montefiore Clinic to meet the medical needs of our students.

As part of the school’s mission, APPA offers students with service learning opportunities. Such initiatives include:

● Community Service where students assist faculty and staff with the needs of the school and provide them with opportunities to gain workplace learning experience.

● Using restorative practices (Restorative Justice) to foster positive inter-personal and inter-group relations to address inappropriate behavior.
<table>
<thead>
<tr>
<th><strong>School Configuration (2014-15)</strong></th>
<th>06,07,08,09,10,11,12</th>
<th>Total Enrollment</th>
<th>440</th>
<th>SIG Recipient</th>
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<tbody>
<tr>
<td><strong>Types and Number of English Language Learner Classes (2014-15)</strong></td>
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<td># Dual Language</td>
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<td># Self-Contained English as a Second Language</td>
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<tr>
<td># Transitional Bilingual</td>
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<td># Special Classes</td>
<td>9</td>
<td># SETSS</td>
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<tr>
<td># Dual Language</td>
<td>N/A</td>
<td># Special Classes</td>
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<td># Integrated Collaborative Teaching</td>
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<tr>
<td># Self-Contained English as a Second Language</td>
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<tr>
<td><strong>Types and Number of Special Education Classes (2014-15)</strong></td>
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<td># Visual Arts</td>
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<td># Music</td>
<td>N/A</td>
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<td># Special Classes</td>
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<td># Foreign Language</td>
<td>8</td>
<td># Dance</td>
<td>N/A</td>
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<tr>
<td># Visual Arts</td>
<td>5</td>
<td># Foreign Language</td>
<td>8</td>
<td># CTE</td>
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<td># Special Classes</td>
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<td># Music</td>
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<td># Drama</td>
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<tr>
<td># SETSS</td>
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<td># CTE</td>
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<tr>
<td># Integrated Collaborative Teaching</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Composition (2013-14)</strong></td>
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<td>% Title I Population</td>
<td>81.3%</td>
<td>% Attendance Rate</td>
<td>86.7%</td>
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<td>% Free Lunch</td>
<td>63.3%</td>
<td>% Reduced Lunch</td>
<td>1.5%</td>
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<tr>
<td>% Limited English Proficient</td>
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<td>% Students with Disabilities</td>
<td>28.1%</td>
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<tr>
<td><strong>Racial/Ethnic Origin (2013-14)</strong></td>
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<td>% American Indian or Alaska Native</td>
<td>0.2%</td>
<td>% Black or African American</td>
<td>23.8%</td>
</tr>
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<td>% Hispanic or Latino</td>
<td>70.6%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
<td>4.5%</td>
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<td></td>
</tr>
<tr>
<td>% White</td>
<td>0.6%</td>
<td>% Multi-Racial</td>
<td>N/A</td>
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<td></td>
</tr>
<tr>
<td><strong>Personnel (2014-15)</strong></td>
<td></td>
<td>Years Principal Assigned to School (2014-15)</td>
<td>0.25</td>
<td># of Assistant Principals (2014-15)</td>
<td>2</td>
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<tr>
<td><strong>Personnel (2013-14)</strong></td>
<td></td>
<td>% of Teachers with No Valid Teaching Certificate (2013-14)</td>
<td>N/A</td>
<td>% Teaching Out of Certification (2013-14)</td>
<td>19.0%</td>
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<tr>
<td>% Teaching with Fewer Than 3 Years of Experience (2013-14)</td>
<td>0.4%</td>
<td>Average Teacher Absences (2013-14)</td>
<td>1.61</td>
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<td><strong>Student Performance for Elementary and Middle Schools (2013-14)</strong></td>
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<td>ELA Performance at levels 3 &amp; 4</td>
<td>17.8%</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>15.5%</td>
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<td>Science Performance at levels 3 &amp; 4 (4th Grade)</td>
<td>N/A</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade)</td>
<td>57.6%</td>
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<tr>
<td><strong>Student Performance for High Schools (2012-13)</strong></td>
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<td>ELA Performance at levels 3 &amp; 4</td>
<td>55.2%</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>50.0%</td>
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<td><strong>Credit Accumulation High Schools Only (2013-14)</strong></td>
<td></td>
<td>% of 1st year students who earned 10+ credits</td>
<td>55.0%</td>
<td>% of 2nd year students who earned 10+ credits</td>
<td>68.6%</td>
</tr>
<tr>
<td>% of 3rd year students who earned 10+ credits</td>
<td>62.5%</td>
<td>4 Year Graduation Rate</td>
<td>59.3%</td>
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<tr>
<td>6 Year Graduation Rate</td>
<td>N/A</td>
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<tr>
<td><strong>Overall NYSED Accountability Status (2014-15)</strong></td>
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<tr>
<td>Accountability Status – Elementary and Middle Schools</td>
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<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in ELA (2012-13)</strong></td>
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<tr>
<td>American Indian or Alaska Native</td>
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<td>Black or African American</td>
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<tr>
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<tr>
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<tr>
<td>Students with Disabilities</td>
<td>YES</td>
<td>Limited English Proficient</td>
<td>N/A</td>
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<tr>
<td>Economically Disadvantaged</td>
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<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)</strong></td>
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<tr>
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<td>N/A</td>
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<tr>
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<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Science (2012-13)</strong></td>
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<table>
<thead>
<tr>
<th>Accountability Status – High Schools</th>
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<tbody>
<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in ELA (2012-13)</strong></td>
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<tr>
<td>Economically Disadvantaged</td>
</tr>
<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)</strong></td>
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<tr>
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<tr>
<td>Economically Disadvantaged</td>
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</tbody>
</table>

3. Describe any special student populations and what their specific needs are.
Our population includes students that need support with cognitive processing, and emotional growth and
development. Their learning needs are below the standard level of expectation in core subject areas and instruction is
modified and designed specifically to meet their learning needs and styles. Some students require intervention of
special education teachers through direct SETSS either push-in or pull-out in groups of no more than eight. Special
Education teachers are able to provide this small group support by identifying the needs of the students in
collaboration with the core content teachers and provide academic intervention to build student skill levels. In the the
integrated co teaching environment students are provided with core content teachers and special education teachers
who provides academic intervention and support based on the dictates of their IEPs.

Some students are provided with 12:1 instruction in a self contained environment.

Students for whom English is a new language are tested to determine their level of proficiency in the English
language. Based on that data students are provided with language services and supports that will make the proficient
and commanding in reading and writing. Depending on their level they are provided a varying amount of instructional
minutes per week for both pull out and push in services.

The population is comprised of 27% Special Education and 13.5% English Language Learners.

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.

As we refer to the elements of Framework for Great Schools, the school has made the most progress in:

Supportive Environment

Based on the feedback from the 2016-2017 School Quality Review, one of the areas where the school demonstrated
growth was in School Culture ( QR indicator 1.4 and 3.4 ). We are in our third cycle of Restorative Justice
implementation. We work in partnership with The Leadership Program. They provide our campus with a
representative who works in tandem with our activities coordinator to provide staff professional develop and assists
with the facilitation of our new Peace Ambassadors Institute to train students to be peer mediators. The
implementation of RJ has helped support us in our efforts to build community and to move from being a punitive,
reactive community to a more restorative, proactive community. In addition, our school has incorporated a new
ladder of referral by adopting an A.P.P.A ( Aware of our Emotions, Productive in our Efforts, Peacemakers of our
School, Accountable for our Actions ) Pledge that outlines the steps to provide our students with restorative approach
to addressing inappropriate behaviors and serves as a guide to incorporate relationship building between staff and
students.

In addition, we have thematic monthly Town Halls to promote community building, celebrate student success, and
recognize other elements.

Strong Family-Community Ties
The progress has also attributed to the strong partnerships within the school such as YMCA. This is a longstanding partnership that provides both the academic and social-emotional supports that students need. The YMCA does not only provide support after school, but the addition of the Y Scholar Program allows the Y staff to truly be part of the APPA community as they assist teachers and students during the school day within classes.

Effective Leadership

Based on the feedback from the 2016-2017 School Quality Review, one of the areas where the school demonstrated growth was in Systems for Improvement indicator (QR Indicator 1.3 and 3.1). The Principal has made strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by the comprehensive Academic Intervention program and the Extended Regents Prep program. In addition, she has established a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community. The list includes providing a year long professional development calendar that includes cycles of Teacher Team Inquiry, Emotional Intelligence foundations, and Mastery Connect Data collection and analysis Workshops.

The key areas of that we will focus on are:

Collaborative Teachers and Rigorous Instruction

Based on the feedback from the 2016-2017 School Quality Review, one of the areas where the school demonstrated a need for development was in Instructional Core (QR Indicators 1.1, 1.2, and 2.2). The faculty and staff continually work to build their capacity to work in teacher teams, to teach in 90 minute blocks for ELA, Math, and Science classes, and to provide multiple entry points for all students. However, the transition has been inconsistent among different departments. Therefore, we are working to develop teacher pedagogy that incorporates a school-wide coherent set of beliefs about how students learn best that is informed by the instructional shifts, Danielson’s Framework for Teaching, and meets the needs of all learners. We are leveraging Monday Professional Development time and our Tuesday Other Professional work to collaboratively, refine, and revise curriculum so that unit and lesson plans culminate in rigorous performance tasks.

In addition, teacher programs have been created to allow for subject teachers and support teachers (Special Education and ENL teachers) to consistently meet for common planning to create unit and lesson plans, to collect and analyze data, and determine next steps for instructional modification. Our instructional focus for this year is

**Goal 1:** Use data and cycles of inquiry to create multiple entry points to meet all student needs, including ENLs and SWDs.

**Goal 2:** Use success criteria aligned to the components of ELA State standards to annotate, and cite text based evidence to encourage a passion for writing.

**Goal 3:** Implement backwards design to provide immediate and purposeful feedback, aligned to student goals.

5. Identify at least one USDE Turnaround Principle (e.g., redesign the school day, week, or year; modify the instructional program to ensure it is Evidence-based, rigorous, and aligned with State academic content standards; provide time for collaboration on the use of data) to be implemented in the 2018-19 school year.
provide time for collaboration on the use of data
<table>
<thead>
<tr>
<th>School Demographics and Accountability Snapshot for 08X376</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade Configuration</strong></td>
</tr>
<tr>
<td><strong>Total Enrollment (2017-18)</strong></td>
</tr>
<tr>
<td><strong>SIG Recipient (Y/N)</strong></td>
</tr>
<tr>
<td><strong>English Language Learner Programs (2018-19)</strong></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>
<td><strong>Special Education Programs/Number of Students (2015-16)</strong></td>
</tr>
<tr>
<td><strong># Special Classes (ELA)</strong></td>
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<tr>
<td><strong># SETSS (ELA)</strong></td>
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<tr>
<td><strong># Integrated Collaborative Teaching (ELA)</strong></td>
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<tr>
<td><strong># Special Classes (Math)</strong></td>
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<td><strong># SETSS (Math)</strong></td>
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<td><strong># Integrated Collaborative Teaching (Math)</strong></td>
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<tr>
<td><strong># Visual Arts</strong></td>
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<td><strong># Music</strong></td>
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<td><strong># Drama</strong></td>
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<tr>
<td><strong># Foreign Language</strong></td>
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<tr>
<td><strong># Music</strong></td>
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<tr>
<td><strong># CTE</strong></td>
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<tr>
<td><strong>School Configuration (2018-19)</strong></td>
</tr>
<tr>
<td><strong>Racial/Ethnic Origin (2017-18)</strong></td>
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<tr>
<td><strong>% Title I Population</strong></td>
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<tr>
<td><strong>% Limited English Proficient</strong></td>
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<tr>
<td><strong>% Free Lunch</strong></td>
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<tr>
<td><strong>% Black or African American</strong></td>
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<tr>
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<tr>
<td><strong>% White</strong></td>
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<tr>
<td><strong>% Multi-Racial</strong></td>
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<tr>
<td><strong>Classes</strong></td>
</tr>
<tr>
<td><strong>Years Principal Assigned to School (2018-19)</strong></td>
</tr>
<tr>
<td><strong>% of Teachers with No Valid Teaching Certificate</strong></td>
</tr>
<tr>
<td><strong>% Teaching with Fewer Than 3 Years of Experience</strong></td>
</tr>
<tr>
<td><strong>Science Performance at levels 3 &amp; 4 (8th Grade)</strong></td>
</tr>
<tr>
<td><strong>N/A</strong></td>
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<tr>
<td><strong>ELA Performance at levels 3 &amp; 4</strong></td>
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<tr>
<td><strong>Mathematics Performance at levels 3 &amp; 4</strong></td>
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<tr>
<td><strong>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</strong></td>
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<tr>
<td><strong>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</strong></td>
</tr>
<tr>
<td><strong>Student Performance for Elementary and Middle Schools (2017-18)</strong></td>
</tr>
<tr>
<td><strong>ELA Performance at levels 3 &amp; 4</strong></td>
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<td><strong>Mathematics Performance at levels 3 &amp; 4</strong></td>
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<tr>
<td><strong>Global History Performance at levels 3 &amp; 4</strong></td>
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<tr>
<td><strong>US History Performance at Levels 3 &amp; 4</strong></td>
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<td><strong>4 Year Graduation Rate</strong></td>
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<td><strong>6 Year Graduation Rate (2011 Cohort)</strong></td>
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<td><strong>Regents Diploma w/ Advanced Designation</strong></td>
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<td><strong>% ELA/Math Aspirational Performance Measures (2015-16)</strong></td>
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<td><strong>Overall NYSED Accountability Status (2018-19)</strong></td>
</tr>
<tr>
<td><strong>Racial/Hispanic Origin (2017-18)</strong></td>
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<tr>
<td><strong>% Title I Population</strong></td>
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<tr>
<td><strong>% Reduced Lunch</strong></td>
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<td><strong>% Attendance Rate</strong></td>
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<td><strong>% Limited English Proficient</strong></td>
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<td><strong>% Students with Disabilities</strong></td>
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<td><strong>% Multi-Racial</strong></td>
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<tr>
<td><strong>% Attendance Rate</strong></td>
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</tbody>
</table>

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

**Elementary/Middle School**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</strong></td>
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**High School**

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<tr>
<td><strong>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</strong></td>
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Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

Tenet 3: Rigorous Instruction

1) Based on the feedback from the 2016-2017 School Quality Review, one of the areas where the school demonstrated a need for development was in Instructional Core. Teachers need support in building their capacity in aligning curriculum to the CCLS, creating engaging curriculum that meets the needs of all learners (i.e., SWDs and ELLs). Therefore, we need to continue our work in developing teacher teams that are able to refine and revise curriculum so that unit and lesson plans culminate in rigorous performance tasks, whose rubrics enable students to see how their work meets the demands of the common core learning standards(CCLS).

2) The school needs to leverage the Monday professional development plan to focus on providing teachers with support around designing coherent instruction aligned to CCLS and the school’s instructional focus. Teachers will continue to engage in working within their department and grade teams to look at lesson plans and student work, specifically looking to see evidence of higher order thinking as defined by Depth of Knowledge and Hess’s Cognitive Matrix.

3) Teachers need to meet in Professional Learning Communities(PLC) (both vertical and horizontal) and focus on aligning CCLS across grades 6-12. To support all learners, special education and ELL teachers will continue to provide differentiation strategies during these meetings as teachers discuss units of study and lesson plans.
4) The school needs to have systems and structures around assessment, such as a school wide assessment calendar. Teachers will need to administer and analyze pre-assessments and post-assessments that align to rigorous performance tasks.

5) Teachers need to create opportunities (such as the use of portfolio's) for students to reflect on their work and keep track of their learning to promote a sense of ownership.

6) Provide series of workshops to parents on the Core subject to support their understanding of the common core standards and the instructional shifts enabling them to support their children. These workshops will be held on Tuesdays during parent involvement time and hosted by subject teachers.

Part 2 – Annual Goal

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

By June 2019, our teacher teams will continue to work together to increase the rigor, coherence, and vertical alignment in ELA and Math, through the use of data driven inquiry cycles to track student mastery of CCLS and the instructional shifts which will result in a 5% increase of students on the State Assessments by June 2019 as tracked through Skedula.
### 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>Mondays, starting Sept. 2018 and ending June 2019</td>
<td>Principal, Assistant Principal, Department Chairs</td>
</tr>
<tr>
<td>Students</td>
<td>Sept. 2018 and January 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
<tr>
<td>Teachers</td>
<td>Starting November 2018 and ending June 2019</td>
<td>Principal, Assistant Principal</td>
</tr>
</tbody>
</table>

The yearly Monday professional development plan focuses on providing teachers with support around designing coherent instruction aligned to CCLS and the school’s instructional focus. Teachers will engage in working within their department and grade teams to analyze lesson plans and student work, specifically looking for evidence of higher order thinking as defined by DOK and Hess’s Cognitive Matrix to increase rigor.

During Monday professional development, special education and ELL teachers provide differentiation strategies for teachers to bring back to PLCs to further review lesson plans and tasks.

Programming decisions provide students and teachers with support around Common Core shifts. For example, 90-minute classes in ELA and math provide students with more time on task to meet the Common Core instructional shifts. Additionally, the co-teaching model inclusive of ICT classes as well as 2 general education teachers in classes whenever possible, allows teachers to work collaboratively and share their knowledge.

During Saturday Regents Prep and after school tutoring, teachers will use CCLS aligned curriculum materials.

### 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.

Providing workshops for parents regarding instruction, use of Skedula, resources available, etc.

### 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.
Students will receive 10 periods of ELA

- A professional development committee will be assembled to help develop and implement a professional development plan for the year

- Hired full time Dean

- Obtained partnership with Middle School Quality Initiative to provide instructional support focused on strategic small group reading

  - Hired ELA coach (Lit Life) to provide support to our Balance Literacy program and reading and writing workshops

  - Hired Math Coach (NTN) and use of Kems curriculum

  - Purchase laptops for students

  - Purchase Skedula for monitoring grades, student behaviors, parent outreach and assessment

  - Purchase core curriculum

  - Purchase classroom libraries

  - Afterschool programs

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

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
The January Regents will be used as a mid-point benchmark to monitor progress toward meeting this goal by June 2019.

Baseline assessment is being used to monitor mid-point benchmarks in February

Mid-Term Assessment

Review Teacher teams

Teacher Surveys

Student Surveys

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

Progress will be measured by comparison of various data results:

- Baseline MOSL vs EOY MOSL in both ELA and Math
- iReady Diagnostic Assessment vs Interim Assessment vs EOY Assessment in both Reading and Math
- DRP Reading Comprehension baseline vs January DRP vs June DRP
- LitLife Pre Unit Writing Tasks vs End of Unit Writing Task
- Mock Regents vs January Regents and/or June Regents

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

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

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

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

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

1) The Alternate QR indicates that the school needs to continue to find innovative ways to engender buy-in amongst students, through programs such as PBIS, so that all members of the school community are a part of a deliberate system that reinforces positive academic and personal behaviors for all students.

2) The school needs to strengthen partnerships with programs such as the YMCA and Step Up to provide socio-emotional supports. Additionally, the school needs to develop a Case Management Team where a group of individuals discuss students who are at risk and implement a plan of action to support them.

3) The school needs to assess the School Learning Environment Survey as well as perform a mid-year assessment around the environment and culture and use that data to address the social and emotional needs of students. This is a practice that has not been consistent at the school.

4) Implement restorative justice discipline.
The school also needs to find innovative ways to bridge the MS and HS so that there is cohesion within the 6-12 model. Part of this work involves creating opportunities for strategic and purposeful interactions and activities between students in the MS and HS, such as school wide assemblies and mentoring programs.

The school will implement an integrated youth development approach to address the welfare of the whole child.

**Part 2 – Annual Goal**

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, our school will embed Restorative Practices within a PBIS Framework to support student success which will result in a 5% decrease in suspension and incidents, as identified by the school’s data as measured by the OORS data and Skedula anecdotes.</td>
</tr>
</tbody>
</table>
### 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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<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
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<tbody>
<tr>
<td>Students</td>
<td>Starting Sept. 2018 and continuing with monthly evaluations. Ending June 2019</td>
<td>Principal, Assistant Principal, School Counselors, YMCA</td>
</tr>
</tbody>
</table>

In order to address the social emotional needs of our students, we have partnered with YMCA to work with our students both during the day and after school. During the day, YMCA staff members work with teachers in the classrooms to help students remain on task and provide a secondary instructional resource.

Step Up works closely with our high school students to monitor their academic and social progress. Their goal is to “connect young people with mental health clinical supports, positive young adult role models, supported internships, employment opportunities and non-stigmatizing family-level interventions. The ultimate goal of STEP-UP is to offer intensive programming for young people within their natural contexts (home, school and community) in order to organize supports geared towards high school graduation, college preparedness and eventual employment success.”

Rather than suspend students for low level infractions, we ask that they work within the school community to enrich the environment and provide additional support. Tasks include creating bulletin board displays in and out of the classroom, answering telephones, delivering messages, and preparing for school events. We hope this will foster a vested interest from the student while giving staff members the opportunity to determine preventive strategies to avoid future infractions.

School counselors work closely with all students to set academic expectations and monitor progress towards reaching those goals, teach strategies towards positive behavior modification.

The school will continue to provide social emotional supports through the following:
To build positive progress towards our goals and introduce teachers to the pilot program, restorative justice program, there was a staff five-day staff workshop held in June 2016.

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.

Community School Director will work collaboratively with the Parent Coordinator to provide continuous communication to parents via various means: Parent Meetings, Orientation Workshops, Tuesday Parent Engagement Workshops, backpacking invitations to school-based forums. In addition, we will utilize our time during parent teacher conferences. Sign-in logs and response emails will be used to monitor the results of implementation. Held Community Forum in May to gather the information to be used to enhance our support of parents throughout the school year.

Part 4 – Budget and Resource Alignment

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

School Personnel (currently in place)

Community School Partnerships Funds (YMCA)

PBIS grant to facilitate Peace Ambassadors Institute

Teachers were trained in Restorative Justice Practice

Teachers were training in the RULER Approach

2 guidance counselors

Staff Retreat

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

| X | Tax Levy | X | Title I SWP | || Title I TA | || P/F Set-aside | X | 21st Century | || C4E |
Part 5 – Progress Monitoring

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

Data will be collected through google docs on students invited to attend circles. Data will be monitored as to repeated infractions through OORs.

Ilog for guidance counselors meeting with students

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

Monthly OORS data review and comparison.

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

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

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

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

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

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

4) According to the Alternate Quality Review, schools need to continue to refine teacher practice so that teachers stimulate student thinking by asking questions through the use of adaptive CCLS instructive materials that contain high levels of text and content complexity so that all student can access rigorous and engaging content.

5) Teachers need strong PD around how to implement the curricula such as iReady, Balance Literacy and Engage NY. They need a better understanding of the curriculum so that they know how to implement and refine it for the needs of their students.

6) Teachers need Professional development around how to create, analyze, and use assessment data to inform instructional decisions. While the school has implemented a school wide assessment calendar, teachers need support around how to use student data to strategically group students, monitor progress, and differentiate instruction.

7) The school needs a cohesive system of classroom routines around daily formative assessments to monitor student progress to inform instructional decisions.

8) To ensure rigorous lesson across the curriculum, teachers will be engaged in curriculum mapping project.

**Part 2 – Annual Goal**

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

By June 2019, 100% of teachers will participate in three cycles of inquiry and two cycles of inter-visitation led by teacher team leaders as measured by Advance data which will result in a 5% increase in Domain 3.
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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<th>Target Group(s)</th>
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<td>Teachers</td>
<td>starting October 2018 and ending June 2019</td>
<td>Principal, Assistant Principal</td>
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</table>

During one-on-one observation feedback, the alignment of what students are learning goes back to the question of how it is aligned to the school’s instructional focus and providing differentiation to students based on their individual needs.

The Monday Professional Development will be geared towards the alignment of what teachers are doing and what students are learning to the school’s instructional focus.

Teachers will be given the opportunity to observe their colleagues using the Danielson framework to gain a better understanding of the rubric and supporting evidence for each component.

Inter-visitations will be used to clarify the roles of each teacher in the co-teaching model. They will also be used as professional learning where teachers better understand the school-wide instructional practices and observe the school’s strengths and areas for improvement.

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.

Monday are used for parent engagement where parents are contacted or invited to visit and/or IEP meetings. In addition, parents are invited to the PA meetings where school goals are discussed.

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.
Personnel

Professional Development - external and internal

Hired literacy and math coaches to support teachers' learning

Create teacher inter-visitation schedule

Full time Dean will analyze disciplinary data to identify needed strategies and provide feedback

Teachers train in Restorative Justice Practice

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

<table>
<thead>
<tr>
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<th>Tax Levy</th>
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<td>Achievement</td>
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<td>Other</td>
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**Part 5 – Progress Monitoring**

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

Progress will be monitored through observations and their accompanying debrief meeting, lesson plans, assessments, student work, teacher team meetings, and teacher generated “guiding questions” for inter-visitations and follow-up professional development strategies.

Advance data will be used to plan and support teachers' practice.

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

Progress will be measured by comparison of Advance MOTP data results and alignment of teacher practice to meeting minute next steps.

**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>x</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>n/a</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.

1) The school leader has engaged in the process of sharing the state of the school with the School Leadership Team. The SLT has discussed the previous year’s SCEP and multiple points of data to develop the goals for 2018-2019

2) The school leader analyzes multiple points of data such as attendance, scholarship, state assessments, classroom observation, and credit accumulation to examine and improve individual and school-wide practices. The school leader has also engaged in data analysis during professional development with the school faculty.

3) The school leader has a clear observation calendar and a system of analyzing teacher progress. One of the areas of improvement is to provide teachers with timely written feedback and have systems for holding teachers accountable.

4) Informed by multiple sets of data, the school leader has made strategic decisions based on the needs of students. The school leader has been challenged with the limited amount of time to assess the state of the school and so has had to make decisions based on limited knowledge.

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

By June 2019, administrators will align observation and feedback with teacher team inquiry cycles which will result in a 25% increase in growth in HEIDI data in Domain 3, as measured by the Advance rating scale.
### Part 3a – Action Plan

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

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

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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
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<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
<tr>
<td>SLT Members</td>
<td>starting Sept. 2018 and ending at June 2019</td>
<td>Principal SLT Members</td>
</tr>
<tr>
<td>Students Teachers</td>
<td>starting Sept. 20178 and ending at June 2019</td>
<td>Principal AP Guidance Counselors Attendance Teacher All Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>starting Sept. 2018 and continue with monthly monitoring ending at June 2019</td>
<td>Principal AP Teachers</td>
</tr>
<tr>
<td>Students Teachers</td>
<td>Jan/Feb 2019</td>
<td>Principal AP Guidance Counselors Programmer</td>
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</tbody>
</table>

The SLT will review the SCEP periodically throughout the year to make adjustments and assess the school’s progress in meeting the school goals.

The school leader will meet with the school cabinet, guidance team, attendance team, and individual teachers to discuss and analyze specific data points and discuss progress of meeting established goals. Based on the data, goals and action plans will be adjusted.

The school leader will utilize ADVANCE to determine progress around teacher observations. The school leader will review and analyze ADVANCE data to make strategic decisions around teacher support. The school leader and individual teachers will work to discuss goals and next steps based on classroom observations.

The school leader along with the guidance team and the APs will make programming decisions for the 2nd semester based on student needs which will be determined through the following data points: 1) scholarship report, 2) credit accumulation, 3) ADVANCE and 4) January Regents.

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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.

Community School Director will work collaboratively with the Parent Coordinator to provide continuous communication to parents via various means: Monthly Parent Meetings, Semester Orientation Workshops, Weekly Parent Engagement Workshops, and backpacking invitations to school based forums as needed. In addition, we will utilize our time during our quarterly parent teacher conferences.

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### Part 4 – Budget and Resource Alignment

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

Set cabinet meeting with staff

Create observation schedules

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

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<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
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<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

ADVANCE data will be used to determine progress toward meeting this school. Data will be monitored and analyzed monthly. We will identify February as a mid-point benchmark to analyze data to determine if school is on track with making progress to meet the specified goal.

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

Progress will be measured by observation tracker data results.

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

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. (Aligned to DTSDE Tenet 6: Family and Community Engagement)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 6 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</td>
<td>x</td>
</tr>
<tr>
<td>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</td>
<td>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.
   - The school needs to strengthen systems of communication with families and community stakeholders by providing focused parent workshops, updating the school’s website, and using a systematized grading system that is used by the entire staff. The school currently uses systems such as school messenger, letters, and monthly calendars of events.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   - The school uses parent teacher conferences as a forum to speak about student progress. Scholarship data is used to inform areas for student improvement and next steps, such as after school tutoring.

3. Parent Association meetings have focused on communicating the rationale around school decisions that have been informed by school data. These meetings have also served as a forum for parents to voice their concerns and their vision for the school.

4. The school also leveraged its partnerships to build community. The YMCA is an example of utilizing community resources to support the needs of students, families, and faculty. Kips Bay is also a community organization where students and families can receive additional support.

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

By June 2019, all members of the school community (teachers, students, CBO, and parents) will build a safe and risk free environment, through their collaboration, creating a 5% increase in trust as identified by LES results.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| • Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | Parents Students | starting Sept. 2018 and continuing monthly ending at June 2019 | Assistant Principal School Counselor(s) Parent Coordinator |
| Parents will be engaged through monthly meetings and/or events. This includes meetings to discuss student progress and academic expectations, financial aid workshops, parent and student advisement around the college application process and requirements for acceptance. | Parents Students | starting Sept. 2018 and continuing monthly ending at June 2019 | Assistant Principal School Counselor(s) Parent Coordinator |
| Workshops for parents and students with IEP’s and the ELL population to establish expectations and provide information around student/parent rights. | Parents Students | starting Sept. 2018 and continuing monthly ending at June 2019 | Assistant Principal School Teachers Parent Coordinator |
| Teachers will communicate student academic progress through Skedula/Pupilpath, phone calls, and conferences. Students will be supported to be on track through ongoing teacher/parent communication and guidance counselor/ parent communication. | Students Parents | starting Sept. 2018 and ending at June 2019 | Assistant Principal Teachers Guidance Counselors Parent Coordinator |
| Administration will create Parent Handbook that will outline curriculum unit descriptions, strategies to support student learning, and other current events communications throughout the school year. | Parents | starting Sept. 2018 and ending at June 2019 | Principal Assistant Principal |
| School will reach out to parents who are unable to attend meetings by ensuring that student grades and anecdotal data are continuously updated in the Skedula/Pupilpath online system. In addition, hard copy progress reports and school memos will be backpacked. | Parents Students | starting Sept. 2018 and ending at June 2019 | Community Coordinator Teachers Principal Parent Coordinator |

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.

YMCA, Community Change, Children’s Village
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 current school personnel will be used to disseminate information to parents and students. Events will work around our current school schedule.

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

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

The January 2017 Regents data will be used to measure the school’s progress in meeting this goal.

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

Progress will be measured by observation of parent sign in logs and attempts to log in Skedula.

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

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g., repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g., small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g., during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**           | ● Low credit accumulation  
● Scholarship Reports  
● Low Regents Scores  
● Attendance  | ● MSQI Small group strategic reading  
● iReady (6th-8th Grade  
● CCLS aligned tasks  
● SCANTRON  
● Individualized portfolio of work to fill in learning gaps  | ● Saturday Regents Prep  
● Apex Credit Recovery  
● After School Tutoring  
● Small Group Instruction (6th-12th)  
● SETSS  | During the school day, After school and Saturday |
| **Mathematics**                            | ● Low credit accumulation  
● Scholarship Reports  
● Low Regents Scores  
● Attendance  | ● iReady (6th-8th Grade Individualized goal work based on interim assessments aligned to standards  
● Low credit accumulation  
● Scholarship Reports  
● Low Regents Scores  
● Attendance  | ● Saturday Regents Prep  
● Apex Credit Recovery  
● After School Tutoring  
● Small Group Instruction (6th-12th)  
● SETSS  | During the school day, After school and Saturday |
| **Science**                                | ● Low credit accumulation  
● Scholarship Reports  
● Low Regents Scores  
● Attendance  | ● MSQI Small group strategic reading  
Individualized goal work based on interim assessments aligned to standards  | ● Saturday Regents Prep  
● Apex Credit Recovery  
● After School Tutoring  | During the school day, After school and Saturday |
| **Social Studies** | • Low credit accumulation  
• Scholarship Reports  
• Low Regents Scores  
• Attendance | • MSQ small group strategic reading  
• Small Group Instruction (6th-12th)  
• SETSS | • Saturday Regents Prep  
• Apex Credit Recovery  
• After School Tutoring  
• Small Group Instruction (6th-12th)  
• SETSS | During the school day, After school and Saturday |
| **At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)** | • credited  
• No attempt or not passed on Regents  
• Repeated OORS incidents  
• Attendance below 80% or chronically absent  
• Academic and social emotional | • Individualized goal work based on social and emotional goals for IEPs and established individual conferences | Small group and 1:1 counseling | During the school day, After school and Saturday |
Section 7: Support for Students in Temporary Housing (STH)

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

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

Part A: FOR TITLE I SCHOOLS

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

   | 38 students |

2. Please describe the services you are planning to provide to the STH population.
   - The YMCA has been the school’s main Community Based Organization (CBO) since 2010. The organization provides students with homework help and extracurricular activities.
   - New York University School of Social Work Step Up Program provides individual and group counseling.
   - Good Shepherd Services Ernst and Young Mentoring Program matches students with mentors from the company to develop positive one-on-one, career focused relationships with students.
   - Children’s Village will support the students in foster care and transitional housing.
   - Partnership with Montefiore Clinic to meet the medical needs of our students.

Part B: FOR NON-TITLE I SCHOOLS

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

   | n/a |

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

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

| There are several strategies that APPA utilizes to support that staff is highly qualified: |

1) Experienced teachers who received a rating of Effective or Highly Effective mentor 1st and 2nd year teachers. Mentoring includes providing feedback on classroom observations and looking at lesson plans and student work together.

2) First year teachers meet with the principal at least 2 times per month and get support around instruction and concerns and issues they may have.

3) All teachers receive professional development on Mondays and 90 minutes and 2 periods per week to engage in PLCs and common planning time. PLCs provide teachers with an opportunity to engage in collaborative work with colleagues.

4) All teachers are also provided with opportunities to attend outside the building PD. These PDs include those provided by the DOE, the Network, and College Board.

5) All teachers also receive one-on-one feedback on classroom observations that is timely and actionable

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).

School administrators provide professional learning throughout the year for all staff. APPA is currently has hired litlife and NTN to provide ongoing professional development in ELA and math to the teachers. In addition to the support for teachers, Leadership is also provided support through Generation Ready. Lead teachers will also be provided professional development through Office of Teaching and Learning As part of the I3 model, the principal and assistant principal receive coaching from a NYCLA coach.

Part 3: TA Schools Only
### 3a. Use of Program Resources

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

\[\text{\textit{\textbf{n/a}}\text{\textbf{}}\text{\textit{\textbf{}}}\text{\textbf{}}}\]

### 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).

\[\text{\textit{\textbf{n/a}}\text{\textbf{}}\text{\textit{\textbf{}}}\text{\textbf{}}}\]

### 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.).

\[\text{\textit{\textbf{not applicable}}\text{\textbf{}}}\]

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The assessment calendar speaks to the need of pre-assessments and summative assessments. The rationale behind this cycle is to determine what students already know and what they still need to know in order to make instructional decisions around the planning of the unit and the lessons within the unit. Additionally, the pre-assessment and summative assessment allows students and teachers to know the extent to which students mastered the standards within the unit and students growth over time. The coherence of midterms and finals allows teachers to understand more holistically the gaps that students across the grades have, which should then inform their decisions around curricula revisions.

The appropriate classroom assessments are determined by teachers. Professional development is provided around designing assessments that align with the CCLS to yield the desired learning outcomes.

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

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Funding Amount</th>
<th>Intent and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indicate the amount</td>
<td></td>
</tr>
</tbody>
</table>

\[\text{\textbf{)}\]}
<table>
<thead>
<tr>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)</th>
<th>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><strong>Title I Part A (Basic)</strong> Federal</td>
<td>454,078.00</td>
<td>x</td>
</tr>
<tr>
<td><strong>Title I School Improvement 1003(a)</strong> Federal</td>
<td>350,103</td>
<td>x</td>
</tr>
<tr>
<td><strong>Title I Priority and Focus School Improvement Funds</strong> Federal</td>
<td>86,996</td>
<td>x</td>
</tr>
<tr>
<td><strong>Title II, Part A</strong> Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Title III, Part A</strong> Federal</td>
<td>11,200.00</td>
<td>x</td>
</tr>
<tr>
<td><strong>Title III, Immigrant</strong> Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Tax Levy (FSF)</strong> Local</td>
<td>2,795,445.00</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.

**The intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:
• **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

• **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.

• **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

• **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

• **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 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>
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<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. 08X376 Antonia Pantoja Preparatory Academy: A College Board School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonia Pantoja Preparatory Academy will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
sharing information about school and parent related programs, meetings and other activities in a format, and in
languages that parents can understand;

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

The school’s Parent Involvement

### Parental Involvement and School Quality

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

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

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

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

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

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

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

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

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

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

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

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

### Encouraging School-Level Parental Involvement

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

- holding an annual Title I Parent Curriculum Conference;

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

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

- supporting or hosting Family Day events;

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

- encouraging more parents to become trained school volunteers;

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

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

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

### School-Parent Compact (SPC)

School-Parent Compact (SPC) Template
08X376 Antonia Pantoja Preparatory Academy: A College Board School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

### I. School Responsibilities: High Quality Curriculum

*Provide high quality curriculum and instruction consistent with 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 will all members of the school community;

● supporting parental involvement activities as requested by parents;

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

   ● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with 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 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)**

<table>
<thead>
<tr>
<th>How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community School Director is a liaison position that supports the parent involvement, Rowe and Y scholars, academic support, college access, and activities.</td>
</tr>
<tr>
<td>Y School tutors/ SW interns support students in their classroom instruction.</td>
</tr>
<tr>
<td>Rowe Scholar Coordinator to support the college access in the school.</td>
</tr>
<tr>
<td>Mental Health (Social Work) interns to support the social and emotional needs of our students, which correlates to the academic instruction.</td>
</tr>
<tr>
<td>SONIC afterschool - extended learning program</td>
</tr>
</tbody>
</table>

**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, we will increase Attendance by 2%. With the work of Y School Tutors and MSW interns providing daily check-ins and using the Data Sorter to track progress.*

*By June 2019, 11th and 12th graders will increase their college awareness by 90%, through colleges tours and Curriculum centered around college access.*

*By June 2019, we will increase social and emotional support by 10% with the onboarding of a fulltime social worker and MSW interns.*

**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?

**ELT** - middle school students will have extended learning after 8th period school day. This afterschool program supports the students in ELA, Math, Arts and homework help.

**Attendance Support** - Attendance teacher make home visits on a weekly basis; weekly meeting is held to discuss long term absences and other absentees. Success Mentors is an attendance initiative supported by the Office of Community School and facilitated by the YMCA. Students were a part of the initiative in 2017-2018 and program will be expanded in 2018-2019 school year.

**Family Engagement** - The Parent Coordinator in collaboration with the Principal and CSD share resources that promote dialogue amongst parents, students and school community members centered on student learning and success. Which in turn encourages and empowers families to advocate for appropriate support services for their children.
Health & Wellness - MSW Interns, along with a fulltime license Social Worker will be supporting the students in social and emotional learning.

## 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>YMCA</td>
<td>Target Population Selected students identified by the Principal</td>
<td>Attendance - Success Mentors</td>
<td>By June 2019, Success mentors will implement attendance plans for 6th-12th graders who were chronically absent the previous year. Reducing their rate by 2%</td>
</tr>
<tr>
<td>YMCA/Empire</td>
<td>Middle School Students in need of Academic Interventions</td>
<td>Enrichment based after school program giving kids fun and engaging alternatives to things to do after school. ELT provided by DOE teachers to select students chosen by the principal and guidance counselors</td>
<td>By June 2019 Y staff will lead extra-curricular activities that will reduce incidents and suspensions by 3%. By June 2019 Students enrolled in Empire will increase their GPA and overall understanding in select subjects by 3%</td>
</tr>
<tr>
<td>YMCA - Rowe Scholars</td>
<td>High School Students</td>
<td>The Scholars program works with youth and their families as early as age 12 (6th grade), preparing them for success in middle and high school and getting them to think about college in very concrete ways</td>
<td>By June 2019, 11th and 12th grade students will increase college awareness by 90%</td>
</tr>
<tr>
<td>Children's Village</td>
<td>Students in Foster Care and</td>
<td>Program offers services centered</td>
<td>By June 2019,</td>
</tr>
</tbody>
</table>
Transitional Housing around social and emotional support to students and families through partnerships with social workers and MSW interns. Student incidents and suspensions will decrease by 3%.

**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.

Funds from Sonic, Community Schools, Hilton Projects

**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 Other</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.

APPA’s CBO is the YMCA. Our Community School Director Amber Phillips, has already begun to support integrating the work of APPA and YMCA. This summer is spent planning for the 2018/2019 year ahead, implementation of the program from inception of school in September and the expectations throughout the year. We will plan all activities,
including college trips, etc. ahead of time to ensure that our activities and events are successful. We plan to meet on a regular basis to maintain open communication. Amber is also leading in the support of My Brothers Keeping, our attendance initiative. I also have an open-door policy and Amber has made use of this. We touch base on a regular basis. She has really become a part of our organization.

We have partnered with Children’s Village through a Hilton grant, to provide 6 to 7 MSW interns, along with a fulltime Social worker to support the social and emotional aspects of our work. They will be working with our guidance counselors and the after-school program, to ensure our students are supported. This will also build the relationship and strengthen our partnership.

YMCA will operate as an extension of our regular day schedule, ensuring students’ needs are met as well as to really show that unity. YMCA is an extension of APPA and needs to be such. It allows the students the consistency they need to be successful.

**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.

1. **CBO- YMCA team that will provide Y school tutors, Rowe scholars coordinator and SONIC afterschool enrichment program**

Programs brought on by the CBO:

*Children’s Village, who will provide a fulltime social worker and interns to support the social and emotional needs of our students and families.*

*Empire, Provides ELT support offered to students selected by the principal and guidance counselor. Facilitated by DOE teachers with support from YMCA tutors*

2. **Members of the Community School Team**

Nalini Singh, Principal

Anya Jarrett Munce, Assistant Principal

Amber Phillips, Community School Director

Vivian Williams, Parent Coordinator

Ivette Vazquez, SONIC Director
Stefany Navarro, YMCA Youth and Family Director

2b. Bi weekly meetings will be organized for the team and we will discuss initiative to support our students.

3. Use of data sorter- to track progress of students struggling with Chronic absenteeism
   Test scores
   Report cards

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

- Community school budget
- Children Village
  - Leverage MSW interns to support in Y Schools daily operation

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

- July 2018 - June 2019

**Part 4d.** Mental Health Work Plan

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

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

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

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

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

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

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

### 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>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

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

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

Begin description here: ___

**Activity #1: NYSESLAT Middle School Preparation Program & NYSESLAT High School Preparation Program**

The program is for all ELLs on all levels (entering, emerging, transitioning, expanding) grades 6-8 and 9-12. The program will be taught by certified ENL teachers, one at the middle school level and the other at the high school level. The instructional plan will be aligned with the mandated ESL/ELA and Content Learning Standards and the Core Curriculum. Through the primary use of the NYSESLAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. Teachers will model the use of language in ways in which students will be expected to participate, and instructional strategies and activities will reflect scientific-based research, used as a guide for the development of flexible learning environments that can accommodate individual learning different.

In this program, students will read short stories, analyze picture books, listen to audio and media presentations, read documents and retell what they read, write letters and critique each other's writing, listen and discuss literature of the various genres, make predictions and inferences, oral presentations and evaluate them. The quantitative data to be used is the NYSESLAT, running records, state ELA and Regents scores combined with the teacher conferencing notes.

The goal of the program is to help students meet the NYS English Language ability requirement and make gains on the NYSESLAT.

The Title III Supplemental Program will begin in November 2018 (Ending mid April)

*Time of Sessions: After regular school hours from 2:35pm-4:05pm; 1.5 hours
*Frequency of the Program/Activity: Two times per week (Tuesday, Wednesday)
*Language of instruction: English
*Teachers: 2 ESL/Licensed/Certified
*Resources: NYSESLAT Preparation Text (awaiting arrival of new edition CC aligned), Core Subject Textbooks, libraries, standard-based instructional materials, Chrome books, Algebra text books, literature books from the HMH Collection series, and trade books at no cost to Title III funds.
*Facilities: ENL Office/Classroom - Room 221. ELA classroom - Room 264
*Assessment: oral presentations, portfolios, written projects, and tests

*Students records of progress will be maintained by ENL teachers along with student attendance and any letter sent to parents in their preferred language in class/office Room 221.

This activity is targeting the students for NYSESLAT and the ENL teachers will be providing that support.
### Part B: Direct Instruction Supplemental Program Information

**ACTIVITY #2: REGENTS PREPARATION PROGRAM**

The Title III Supplemental Regents Preparation Program is targeted for ENLs and former ENLs, who are enrolled in both English and Algebra courses, which lead up to a NYS Regents Examination. The program is offered to all ELLs on all levels (entering, emerging, transitioning, expanding, commanding). The program will be taught by certified ENL bilingual teacher. This will include the required components of essays, research reports, creative writing, mock testing and a unit on Regents Study Skills. Every student in this program will receive a Regents Practice Guide for both Algebra and English as well as Regents preparation assignments during the sessions. Additionally, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English Regents. The goal of this program is to equip all students with the necessary language skills, reading, writing, speaking, and listening), as well as content, required to meet commencement level state learning standards. The data to be used is Regents scores and teacher conferencing notes.

Activity #2 will begin in November 2018 ( Ending mid April)
* Beginning Time: After regular school hours from 2:35pm - 4:05pm; 1.5 hours per session.
* Frequency of the Program/Activity: two times per week (Thursday, Friday).
* Language of instruction: English
* Teachers: 1 total (1 ENL Bilingual Licensed/Certified).
* Facilities: Regular classroom & ENL Office

Resources: Student folders, Regent Practice Guides, Old Regents Exams, supplemental algebra/literature books

Regents prep for ENL students, support will be with the ENL teacher.

### 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: ______

PD Activity #1: Successful Collaborative and Co-Teaching Practices for English Language Learners

Since many of our ELLs also have IEPs this workshop will address the content and language needs of English language learners (ELLs) to create inclusive classrooms. Workshop participants will learn about the writing expectations of the Common Core State Standards and engage in analysis of these expectations. The workshop will highlight reading and writing connections in the content areas for ELLs in mainstream classroom contexts. Overall, this workshop will explore a comprehensive framework for collaborative practices for general education teachers and ESOL specialists.

* Frequency of Workshops: 1 session, full day, September 19, 2016
* Resources: LCD Projector PowerPoint Presentations, video clips
* Measurable Outcomes: Observable change in pedagogical practice
* Time: 8:30 am to 3:00 pm
* Participants: ENL bilingual provider (At no cost to TIII)
Part C: Professional Development

*Name of provider: Touro College and Fordham University*

**PD Activity #2:**

**A: ELL Data Analysis Tool (EDAT) Tool Training**

This full-day training will help the ENL providers identify and filter key information to better design programs for ELLs and make data-driven decisions that accelerate achievement for the ELLs they serve by using the EDAT.

The information will be turn-key to the ENL Bilingual High School provider by Middle School ENL provider. Both ENL Providers in building will then ensure that they plan with ELA and Math content teachers working in the Title III programs to use ELL’s data to drive their lesson planning to thus accelerate the achievements of ELL’s.

It will be a one day training Monday, October 31, 2016. At 8:30 am to 2:30pm.

The Title III programs for ELL students’ records will be maintained in the ENL office room 250, along with agendas, attendance sheets and any invitations to parents in their preferred language.

**PD Activity 3:**

**B: Learning A-Z**

Learning A-Z provides a wide array of resources and tools that support English language learners (ELLs) and English as a second language (ESL) programs. It provides differentiated materials and tools that support the development of English. ELLs will be supported with tools, resources, and research-based strategies that help them achieve success with social and academic English. Reading, listening, speaking, and writing resources integrated with grammar and vocabulary support are delivered at varying grade and language proficiency levels. Learning A-Z also support educators with resources and tools specifically designed to support ELL and ESL instruction. ELL and ESL resources make it easy for teachers to provide reading and listening, writing and speaking, grammar, and assessment support for students at all learning levels.

The information will be turn-key to the ENL Bilingual High School provider by Middle School ENL provider. Both ENL Providers in building will then ensure that they plan with ELA content teachers working in the Title III programs to use chrome notebooks to guide ENL students in logging in to Learning A-Z to work on Reading, Writing, Listening and or speaking activities. Also, teachers will be able to collect ELL’s quantitative data from the use of this Learning A-Z which will also accelerate the achievements of ELL’s.

It will be continues training throughout the school year 2016-2017. First workshop: Wednesday, September 28, 2016. At 9:00 am to 3:00pm. There will also be continues training online www.learninga-z.com where teachers can take free webinars, self-paced learning and custom webinars.

The ‘Title III programs for ELL students’ records will be maintained in the ENL office room 250, along with agendas, attendance sheets and any invitations to parents in their preferred language.

Part of DELSS initiative and no cost to Title III.

These workshop sessions will cover the following:

Many of our ELLs, (approximately 40%), also have IEPs, this training will give teachers an opportunity to provide multi-medium entry points for instruction through Universal Design for Learning.

**PD Activity 4:**

**C: Assistive and Instructional Technology and Accessible Educational Material (AEM) (PreK-12)**

In this inquiry team, we will explore a variety of new and old technologies that can help create dynamic learning opportunities for a wide range of students. We will work together to decide which tools work best to support students’ access to grade-level content and which tools can...
**Part C: Professional Development**

provide multiple means for students to show us what they know and can do. We’ll start with what participants already have in their schools and then learn new tools. Not only will we explore the tools and inquire in our own classrooms about what they can (and cannot) do, we will learn an integrated design approach for technological decision-making and develop expertise at making thoughtful pedagogical decisions based on what works best for our students’ learning. Overall, participants will learn ways to integrate technological tools in sustainable and inclusive ways. Teachers in this group will create digital representations of their work to be published in the spring.

The information will be turn-key to the ENL Bilingual High School provider by Middle School ENL provider. Both ENL Providers in building will then ensure that they plan with ELA and Math content teacher working in the Tittle III programs to copulate ENL’s student work successfully completed with the new technological tools to add to digital representation to submit as work to be published in the spring.

The Teachers College Inclusive Classrooms Project is supporting New York City educators and leaders to design flexible services for all students. During the 2016-2017 school year meetings will be once per month at Teachers College from 9am to 2:30 pm; the meeting dates will be 11/10, 12/9, 1/13, 2/3, 4/7 5/19 and 6/9.

The Title III programs for ELL students’ records will be maintained in the ENL office room 250, along with agendas, attendance sheets and any invitations to parents in their preferred language.

---

**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: ____

**PARENTAL INVOLVEMENT IN STUDENT EDUCATION**

Based on interest expressed by parent in the 2015-16 parent interest survey, this year, the program will include sessions, to be hosted by the ESL teachers, the High School Guidance Counselor and the High School Supervisor, on topics including but not limited to: graduation requirements, interpreting transcript, how parents can help in their children's education through curriculum nights for Math/Sci and ELA/SS and what resources are available to them and their children to succeed in school.

*Rational: Parent involvement/engagement is an important part of student success, by bringing parents to the school we hope to build on our students' success.

*Schedule and Durations: 4 Sessions beginning in September 2016

*Time/Date: Saturdays 9:00am- 12:00pm (in conjunction w/Parent Association meeting schedule, tentatively scheduled TBA.

*Number of Parents: 20 or more

*Staff: 1-2 ESL Teachers, HS Guidance Counselor (at no cost to T III), Assistant Principal (at no cost to T III)
**Part D: Parental Engagement Activities**

*Parent Notification: All ELL parents will be invited to the parent workshop series via letters and calls. Information will be provided in English as well as in the parents' preferred language of communication.*

Ms. Vivian Williams, Parent Coordinator, will be in charge of maintaining the attendance sheets.

**Part E: Budget**

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

Allocated Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<tr>
<td>• Per session</td>
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<tr>
<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
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<tr>
<td>Supplies and materials</td>
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<td>• Must be supplemental.</td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
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<tr>
<td>• Must be clearly listed.</td>
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<td>Educational Software (Object Code 199)</td>
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<td>Travel</td>
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<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</table>
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>08</td>
<td>Bronx</td>
<td>376</td>
</tr>
</tbody>
</table>

School Name: Antonia Pantoja Preparatory Academy

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>Nalin Singh</td>
<td>Anya Munce</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
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<tbody>
<tr>
<td>N/A</td>
<td>M. Falconi/M. Muniz</td>
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<table>
<thead>
<tr>
<th>ENL (English as a New Language)/Bilingual Teacher</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
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<tbody>
<tr>
<td>Ana F. Garcia</td>
<td>Yoacsta Matos/ENL</td>
<td>type here</td>
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<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
<th>Parent Coordinator</th>
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<tbody>
<tr>
<td>ENL</td>
<td>N/A</td>
<td>Vivian Williams</td>
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<table>
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<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Ames</td>
<td>N/A</td>
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</tbody>
</table>

C. Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification (applicable to grades K–6)</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
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D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
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</thead>
<tbody>
<tr>
<td>457</td>
<td>81</td>
<td>17.72%</td>
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</table>
A. ELL Programs

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

Check all that apply

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</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.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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Part III: Assessment Analysis

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

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

   Our school uses Leveled Libraries, 100 Book Challenge, and Baseline assessment materials to assess the early literacy skills of our ELLs. The data demonstrates that our ELL students need support in developing comprehension in reading and listening skills. In addition, instruction needs to focus on developing their vocabulary skills in order to help them develop the strategies needed to reinforce their language development. Furthermore, we have found that their greatest deficiency is in writing. Our school needs to focus on instruction that is comprehensible to all learners. The instruction should facilitate language learning in the content area in particular scaffolding student language development. Moreover, the instruction should provide opportunities for ELLs to engage in meaningful, content rich discussions in order to enhance and support their language skills. The NYSESLAT total score for grades 6th through 12th demonstrates that fourteen, 14, ELL students achieved proficiency in the four modalities: listening, speaking, reading and writing.

2. What structures do you have in place to support this effort?
Teacher teams, common planning time, reviewing student work, reading program, 100 book challenge, 10 period of ELA, 8 period of math in the MS.

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? Periodic monitoring by school leaders through formal and informal assessments provides our teachers with insight as to the progress and/or setbacks our students are experiencing in the four modalities as well as in the content areas. In addition, teacher observations provide teachers with insights to their instructional practice in terms of what is working and what needs to be re-visited.

4. What structures do you have in place to address interventions once the summative data has been gathered? Teacher teams will use mastery connect to guide instruction. Through looking at student work and assessment data, intervention for students will be customized to address their needs. There is also the MSQI initiative where students are testing using the DRP. This exam is done 3 times for the year and students are placed in small groups for instruction in Just Words or Wilson, depending on their levels.

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] N/A

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. The patterns across proficiency levels and grades on the NYSITELL and NYSESLAT have revealed that our ELLs greatest area of need is the writing modality; however, the data in regards to the reading, listening and speaking modalities also demonstrate that we need to continue support in these areas as well.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Through teacher teams, data will be addressed and adjustments will be made to instruction to meet the needs of students.

### Part IV: ELL Programming

#### Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

   a. Freestanding ENL program.
      Entering and emerging students participate in a pull-out program. These students have been programmed to meet with the ENL teacher the mandated minutes. These groups are ungraded and heterogeneous.
      The transitioning, expanding and commanding students participate in a push-in program where the ENL teacher travels to the English/ELA, or History class to provide mandated minutes of service. These groups are upgraded and heterogeneous.
      The organizational model is the push-in and pull-out model. An ENL teacher works with ELLs during ELA instruction in collaboration with the content teacher to provide English language acquisition and vocabulary support while retaining content instructional time.

   b. TBE program. *If applicable.*
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)?

   Entering and emerging students participate in a pull-out program. These students have been programmed to meet with the ENL teacher the mandated minutes. These groups are ungraded and heterogeneous. The transitioning, expanding and commanding students participate in a push-in program where the ENL teacher travels to the English/ELA, or History class to provide mandated minutes of service. These groups are upgraded and heterogeneous. In middle school, entering and emerging ELL students receive a total of 360 minutes per week of ENL instruction, transitioning and expanding ELL students receive 180 minutes per week of ENL instruction and commanding ELL students receive 90 minutes per week of ENL instruction. In high school the entering and emerging students participate in a pull out program where the receive 540 minute and 360 minutes respectively, per week. Transitioning and expanding receive 180 minutes per week and commanding students receive 90 minutes for week.

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.

   All core content classes are delivered in English. The content teacher in collaboration with the ENL teacher use Universal Design for Learning practices and Depth of Knowledge Leveled Activities to make content comprehensible to foster language and meet the demands of the Common Core Learning Standards. Our students receive instruction in English. During the ELA and/or Social Studies/History period our ENL certified teachers use ESL strategies such as scaffolding. Some examples of scaffolding are text representation, bridging, modeling, and making connections to related topics of information. During the school year, all content area teachers will be receiving professional development on best practices in ENL. Our teachers follow the New York State Common Core Standards in ELA, Social Studies/History and ENL.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
   The home language survey is done by the ENL teacher and administrator. For ELLs of languages other than Spanish the central office translation unit is utilized as needed. In addition, translation of all state exams are utilized in their native language with the exception of the NYS ELA and English Regents.

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 form part of our ENL instructional program and are assessed using a variety of assessment tools such as the ELL periodic assessment and Fountas and Pinnell to determine their areas of needs improvement. The NYSESLAT result is also utilized to determine English proficiency level in order to differentiate instruction accordingly.
   b. Newcomer ELL students who have been in the U.S. less than three years receive support in the native language through thematic units of study in the content areas, classroom libraries and glossaries. The NYSESLAT results is also utilized to determine their English level of proficiency in order to differentiate instruction. Furthermore, teachers focus on strategies that support listening and
speaking skills during the ENL instruction. Additionally, students are grouped according to their level of proficiency and provided small and guided group instruction.

C. Developing ELL students who have been receiving services 4 to 6 years are provided services with a greater emphasis on reading and writing however, their listening and speaking skills are still supported through strategies such as accountable talk.

The reading instruction focuses on the development of the academic language and the writing focuses on developing skills analyzing and synthesizing informational text.

D. Long term ELLs receive greater support on the development of reading and writing skills. The instructional focus is on enhancing academic language and expanding content area vocabulary, particularly in preparing them to be 'college ready'. Long term ELLs are also given priority for supplemental programs, such as afterschool or Saturday school.

E. Former ELLs up to two years after exiting ELL status instruction is differentiated using a variety of tools and strategies that supports and provides enrichment for their continued progress in listening, speaking, reading and writing. Small group instruction provides them with the opportunity to receive targeted, guided instruction and writing. Former ELLs are also given priority for enrichment programs delivered afterschool or on Saturday.

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?

Our ELL-SWD students receive support through thematic units of study in the content areas supported by resources throughout the classroom environment such as the library, visual technology, glossaries, dictionaries and graphic organizers. Instruction focuses on strategies to develop their reading and writing skills since data demonstrates a lack of progression in these two categories; however, listening and speaking continues to be supported through strategies like 'accountable talk'. A variety of data is utilized such as the NYSESLAT results to determine their English level of proficiency in order to differentiate instruction. Students are grouped according to their level of proficiency and provided targeted small group instruction. Moreover, the student’s Individual Educational Plan is reviewed in order to differentiate instruction using a variety of tools and strategies that supports their specific needs for development and growth in all modalities: listening, speaking, reading and writing.

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?

The vast majority of ELLs are in ICT classes and are mainstreamed with the general education population. Students currently in our 12:1 self contained environment are assessed periodically in order to determine if they are ready to be mainstreamed into the general education instructional population.

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.

ELLs reaching proficiency on the NYSESLAT continue to receive additional support in all modalities through our content based curriculum that is aligned to the common core standard. They continued to be provided with support in small group instruction. Furthermore, they continue to participate in various field trips exposing them to the city’s cultural diversity affording them the opportunity to engage in meaningful discussion that continues to support their language development skills particularly in listening and speaking. Our school is affiliated with the College Board Readiness Program. Through this affiliation our ELLs are exposed to a rigorous curriculum that will prepare all students for high school graduation and college admission.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   We will be reviewing our school budget to determine how to increase additional support to our ELL population.

10. If you had a bilingual program, what was the reason you closed it?
    No programs will be discontinued

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs students are provided with the opportunity to participate in all academic and extra-curricular activities as the general education population. The YMCA is our after school program which affords ELLs and general education students the opportunity to engage in extra-curricular activities as well as provide them with academic support through the YScholar program.

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.
    Our ELLs are supported through the use of technology to reinforce the ENL/ELA strategies learned during the regular day. In addition, they participate in balanced literacy instruction with the use of classroom libraries that are geared to their levels of reading readiness. Our classroom libraries have various books in the different content areas such as math, science, and social studies, as well as books in Spanish.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
    All Spanish speaking ELLs receive a minimum of 100 minutes a week of native language instruction. Students receive native language support through the variety of books in our classroom libraries. Classroom libraries have books in the different content areas such as math, science, and social Studies, as well as books in Spanish.

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

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?
    Our ELLs are supported through the use of technology to reinforce the ENL/ELA strategies learned during the regular day. In addition, they participate in balanced literacy instruction with the use of classroom libraries that are geared to their levels of reading readiness. Our classroom libraries have various books in the different content areas such as math, science, and social studies, as well as books in Spanish.

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
    We invite our new arrivals and newly enrolled students to participate in various activities during the first week of August. These activities are cultural and instructional in order to prepare them for our school’s academic goals, while at the same time familiarizing them with the New York City culture.

17. What language electives are offered to ELLs?
    Spanish is the language elective offered to our students.

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

N/A

---

**Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

   1. A. Training on the NYSESLAT in September and October
   2. B. Training sponsored by Fordham University
   3. C. ENL teachers have attended the Quality Teaching for ELLs professional development, sponsored by the Office of English Language Learners, DOE. The ENL teacher then turns these to the staff during our monthly ELA/English department meetings
   4. D. A consultant will be hired to provide professional development to all teachers of ELLs

2. Staff is given the opportunity to participate in trainings/workshops sponsored by Fordham University, throughout the year. The ENL teacher conducts workshops that are offered to ELA staff in ENL strategies, as well as QTELL, that can be infused into ELA and English, so that students can achieve grade level competency in the content areas.

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.

   Staff is given the opportunity to participate in trainings/workshops sponsored by Fordham University. A consultant and the ENL staff will provide professional development in order to meet the mandated hours of training.

   Consultant and the ENL staff will provide professional development in order to meet the mandated hours of training. The teaching staff is responsible for keeping all agendas and training/PD materials on file.

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**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?

   Below

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

   Below

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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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Nalini Singh, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

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

**School Name:** The Antonia Pantoja Prep Acad  
**School DBN:** 08X376

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nalini Singh</td>
<td>Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Jerrick Rutherford</td>
<td>Assistant Principal</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Vivian Williams</td>
<td>Parent Coordinator</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Ana Garcia</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Yocasta Matos</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>School Counselor</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 376  School Name: APPA  Superintendent: KAREN AMES

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>Yocasta</td>
<td>Matos</td>
<td>ESL Teacher</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

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

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

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

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

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

   The Home Language Identification Survey (HLIS) is used to assess language preferences of our parent community for both written and oral communication.

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>Spanish, Banglia,</td>
<td>Spanish, English</td>
<td>50</td>
<td>English</td>
<td>50</td>
</tr>
<tr>
<td>Arabic, Chinese,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Language</th>
<th>Frequency</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haitian, Creole, French, Fula, Twee</td>
<td>Spanish</td>
<td>100</td>
<td>Spanish</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>100</td>
<td>English</td>
</tr>
<tr>
<td>Creole</td>
<td>Creole</td>
<td>0</td>
<td>Creole</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York State testing dates, general overview of student curriculum, letters from the school leadership, parent - teacher conference announcements and after-school program information...</td>
<td>Monthly</td>
<td>use of internet, staff translates, office of translation</td>
</tr>
<tr>
<td>letters to parents</td>
<td>As needed</td>
<td>use of internet, staff translates, office of translation</td>
</tr>
<tr>
<td>Flyers</td>
<td>As needed</td>
<td>use of internet, staff translates, office of translation</td>
</tr>
<tr>
<td>Student curriculum</td>
<td>Math - every day</td>
<td>Office of Translation</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/s, Family night, Curriculum night, ENL Parent Orientation, ENL Teacher phone calls, Individual ENL meetings</td>
<td>As needed</td>
<td>Staff is used to translate DOE Office of Translation</td>
</tr>
<tr>
<td>Parent Teacher Conference</td>
<td>2 times a year</td>
<td>Staff translates</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.

| Use of Skedula - built in translation based on information in ATS |
| Staff |

Part C: Training Staff on Policies and Procedure

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

- Information is shared during faculty meetings, emails, memo sent directly to staff members

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.)

- Welcome Poster will be posted in main office. Parents' Bill of Rights and Parent' Guide to Language Access will be available to parents in main office, ENL office as well as sent home for parents review and knowledge. Also a copy of the Language ID Guide will be provided at security desk and main office.

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?

- A parent survey will be created and disseminated to parents for feed back.