

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mrs. Marcia Glattstein
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Icahn Charter School 3
(As it should appear in the official records)

School Mailing Address 1500 Pelham Parkway S
(If address is P.O. Box, also include street address.)

City Bronx State NY Zip Code+4 (9 digits total) 10461-1100

County Bronx

Telephone (718) 828-0034 Fax (718) 828-0664

Web site/URL http://www.icahncharterschool3.org/ E-mail mglattstein@ccics.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Jeffrey Litt E-mail jlitt@ccics.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Icahn Charter School 3 Tel. (718) 794-2355

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Gail Icahn
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	24	18	42
1	19	21	40
2	18	22	40
3	21	17	38
4	16	20	36
5	17	19	36
6	14	19	33
7	15	11	26
8	12	18	30
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	156	165	321

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1.2 % American Indian or Alaska Native
 - 4.7 % Asian
 - 61.1 % Black or African American
 - 29.3 % Hispanic or Latino
 - 0.6 % Native Hawaiian or Other Pacific Islander
 - 1.9 % White
 - 1.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2019	319
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Mandinka, Wolof, Twi

English Language Learners (ELL) in the school: 2 %

8 Total number ELL

7. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 242

8. Students receiving special education services: 7 %

21 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	95%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission of Icahn Charter Schools is to use the Core Knowledge curriculum, developed by E.D. Hirsch, to provide students in grades K-8 with a rigorous academic program.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

On September 9, 2020, remote learning began at Icahn Charter School 3. Families picked up materials, supplies, and Chromebooks on September 7, 2020 and September 8, 2020. Students were provided with dry erase boards, math manipulatives and workbooks for remote learning. Each morning students joined Google Meet at 8:30. This allowed teachers and students to build a cohesive community in a remote environment. Live instruction began at 8:50 and continued until 2:50 with a 40-minute lunch break at 11:30.

On October 5, 2020, Icahn Charter School 3 switched to a hybrid model. Families filled out a survey choosing to continue remotely or attend school in-person two or four days per week. At specific times during the school year, families have the option to change their child's learning mode. Students are eligible for a minimum of two days in-person learning (Monday/Tuesday or Thursday/Friday) with a maximum of 10 students in a classroom at any given time. On Wednesdays, all students in grades K-8 are remote with three hours of live instruction in the morning. Students complete asynchronous work in the afternoon while teachers attend professional development sessions. Students that attend school in-person receive the same instruction as students who attend remotely. Teachers livestream their lessons with all students, hybrid and virtual, interacting with each other. Platforms such as Nearpod, Peardeck, and Jamboard allow students to engage in the material.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are admitted through an open lottery system. The application period runs from December through April each year. The lottery takes place annually in April. After the total number of slots available is chosen by lottery, the students who are not selected are placed on a waiting list in the order in which the names were drawn. Icahn Charter School 3 has a sibling rule which allows siblings of existing students first preference for enrollment. Currently, we are accepting applications for students entering Kindergarten through 8th grade.

PART III - SUMMARY

Icahn Charter School 3 is an educational replica of the successful Carl C. Icahn Charter School located in the Bronx. We opened our doors as a kindergarten through second grade school in Community School District 8 for the 2008-2009 school year, and one grade level was added each subsequent year. In 2010, the school relocated to Community School District 9. Our final relocation took place in 2012 to 1500 Pelham Parkway South in Community School District 11. With a current enrollment of 321, the school serves students in kindergarten through eighth grade.

High student and staff expectations, strong collaboration between staff and families, and shared accountability have proven to be effective at Icahn Charter School 3. Our students consistently show meaningful growth and high academic achievement. In January 2018, Icahn Charter School 3 was recognized as a Reward School. This award highlighted our increase in student achievement by closing the gap in student performance. Icahn Charter School 3 was identified as a Recognition School in both June 2019 and June 2020. As a Recognition School, we demonstrated that all students are capable of high levels of achievement when they are given the correct support and resources for their individual needs.

Icahn Charter School 3 utilizes the rigorous Core Knowledge curriculum developed by E.D. Hirsch in an extended day and year setting. Each grade consists of two classes with an 18:1 student to teacher ratio. The staff, students, and families are a close-knit community. Our two school counselors, one for students in kindergarten through fourth grade and the other for our older students in fifth through eighth grade, partner with these constituencies to provide guidance and support. In addition to monthly family and student workshops, our counselors are instrumental in providing assistance to families to ensure a smooth transition into kindergarten and again as students move on to high school. Families access the Pupil Path management system to view their child's grades and communicate with teachers regarding student performance. Six Progress Reports each year inform families of their child's growth in each content area and provide recommendations on how families can support students in areas that are challenging for them.

Effective intervention programs meet the educational needs of students struggling academically, students with disabilities, and English Language Learners. Our professional development opportunities build teacher capacity to support students with a wide range of educational needs. Our intensive Targeted Assistance (TA) Program provides 40 minutes per day of strategic intervention to at risk students in English Language Arts (ELA) and math in a small group setting. The other components that meet the various needs of our students are Saturday Academy and after school tutoring.

To ensure academic success the principal has integrated social emotional learning into the classroom curriculum. The two guidance counselors implement the Second Step Program which helps students gain skills to focus, empathize, demonstrate self-control and problem solve. The social emotional learning curriculum is critical in allowing students to build the interpersonal skills required to flourish as lifelong learners. Our students learn how to have a growth mindset as well as multiple techniques to manage their emotions. Through classroom discussions, role play and interactive videos, the school counselors can evaluate which students will benefit from individual and group counseling in specific areas.

While we know that we can't replace the instruction students receive within the physical walls of Icahn 3, in response to the COVID-19 closures, Icahn Charter School 3 continued the momentum of academic learning from remote locations. Remote instruction occurred for all learners from the period of March through September 2020. Icahn Charter School 3 ensured that the continuation of learning was uninterrupted for our scholars. Adaptive and responsive instructional decisions were made to foster a positive, purposeful, and productive remote learning experience for our students. Families, educators, and students worked diligently to establish and share a mindset of success around our remote learning experience in order to support continuity of instruction as well as students' social and emotional needs.

October of 2020 marked our transition into hybrid learning within the physical walls of Icahn Charter School 3. Leading up to this transition, we focused professional development on creating effective and cohesive hybrid classrooms that supported both in-person and remote learners. We continued to prioritize

purposeful and productive facilitated learning opportunities, while building a foundation of student responsibility and learning. Additionally, we utilized the method of flipped instruction into our instructional planning to meet the needs of learners and to empower students to take ownership of their learning. This shift supported the hybrid learning experience for rotating cohorts and enabled all students to participate robustly in strong class discourse while deepening student learning. Lead teacher positions were established on each grade-level to strengthen cooperative teaching opportunities and to prioritize small-group instruction. Grade level common planning continues to be a crucial time for data analysis, action planning, intellectual preparation, instructional material creation, and unified professional development training.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Core Knowledge is the foundation of Icahn Charter School 3’s educational program. Developed by E.D. Hirsch, the curriculum is based on the concept that every child should be equipped with a core foundation so that they are armed with the common knowledge base necessary to compete in any academic setting. The program is taught sequentially and thematically. This ensures a coherent approach to building knowledge across all grade levels effectively and expanding and including multiculturalism. A monthly syllabus is provided to teachers and to student families that outline topics to be taught in Mathematics, English Language Arts, History, Science, Music, and Art. Consistent communication sets clear academic expectations for student learning and parent involvement.

Icahn Charter School 3 supplements Core Knowledge with a variety of commercial curricular products to maximize the potential of all our learners. The McGraw Hill Wonders English Language Arts program for grades K- 5, utilizes both fiction and nonfiction texts for whole group class instruction. This program also uses direct, explicit, systematic, and sequential phonics instruction and decodable literature to promote early reading success. Leveled readers and related student and teacher resources are included to facilitate differentiated instruction.

Each classroom consists of three libraries, a Core Knowledge library, a 100 Book Challenge library, and a leveled library. The variety allows students to select books of their interest according to their appropriate reading level to read in class and/or to borrow and read at home. To ensure that students are selecting books appropriately, teachers use formative assessments, such as running records. Teachers also conduct reading conferences and ask high-level questions to determine if students are able to make inferences, evaluate texts, and make deep connections.

Our students in grades 6-8 utilize Houghton Mifflin’s Collections to engage in meaningful conversations about multi-genre texts. Through close reading, students gain an in-depth understanding of the text. The purpose of reading for meaning is front and center in the analysis of texts. Students first identify the genre of a text to help them navigate the manner in which they approach a text. The use of genre frames or thinking jobs, create a logical framework in which our students independently access and understand any text with joy, confidence, and precision.

Icahn Charter School 3’s K- 8 mathematics program is a balanced math curriculum that allows opportunities for students to explore conceptual tasks, apply their learning to novel problems, and develop number sense. Through this approach, students own the learning experience through discourse-rich mathematics lessons that prepare students to solve any problem with confidence and flexibility. Students are expected to do the majority of the thinking and talking during every math lesson. Teachers engage students by incorporating frequent turn-and-talks, opportunities for small group discussions, and whole class discourse.

The conceptual math program is made up of story problems, math workshop, and fluency routines. Every day, students solve a real-world problem that requires them to engage in rigorous problem solving. They independently develop a strategy and a plan to solve, prior to tackling the problem. Through student discourse, the class discovers mathematical conjectures. During math workshop, the mathematical ideas from the grades Common Core Math Standards are introduced through open-ended tasks, partner activities and games.

Our K-5 math workshop scope and sequence utilizes Context for Learning Units supplemented by Eureka Math and enVisions. Grades 6-8 utilizes Math’s Open Up Resources. Teachers intellectually prepare before the lesson by focusing on the big ideas that students will learn in each lesson, the strategies that students might use to solve each problem, the anticipated misconceptions students might have, and the questions that the teachers will use to guide students through a discourse or solidify understanding of the big ideas of the lesson. After the lesson, the teachers review student work to identify how many students have mastered the lesson’s goal, the errors students have made, and reflect on the instructional moves that can be made in the following lesson to improve student learning.

The Core Knowledge science curriculum provides an opportunity for hands-on experience and observation. This is an integral part of the constructivist and scientific process ideology of Core Knowledge studies. The units of scientific inquiry are taught sequentially. Explicit identification of what children should learn at each grade level ensures a coherent approach to building knowledge across all the grade levels. Studies of Earth Science, Geology, Physics, Biology and Chemistry are topics included in the K-8 curriculum. This is supplemented by field trips. Our fourth grade students attend a three-day environmental study program at Camp Herrlich in Patterson, New York where they study alternative energy, pond ecology and microhabitats. Annually, we conduct a school wide STEAM Fair where students have the opportunity to think and act like a scientist or engineer. Students immerse themselves in the scientific or engineering method to solve a real-world problem. Our students learn the importance of science in their daily lives and in their futures.

Social studies is another part of the Core Knowledge curriculum spiraled throughout the grades. Topics include continents, Ancient Egypt, Ancient Greece, Ancient Rome, exploration, colonialism, slavery and government. Engaging projects allow students to transform their conceptual understanding of social studies content knowledge into concrete products, written reports and oral presentations.

Icahn Charter School 3's systematic use of assessment data improves instructional effectiveness and student learning. We utilize a variety of diagnostic, formative, and summative assessments to understand students' instructional needs and adjust lessons accordingly. I-Ready Diagnostics, NY Ready Assessments, and mClass help us to identify students' skill deficiencies and to identify students in need of academic intervention. Teachers compile student performance data using Illuminate Education that stores student information over multiple years so that we can identify grade and school trends. These detailed analyses at multiple levels inform instructional planning and professional development.

As in previous years, internally created ELA and math interim assessments are administered to monitor student progress and revise student goals and learning plans. Due to COVID-19, interim assessments were modified in length to support administration in the hybrid learning environment. Summative and benchmark assessments, such as Ready ELA, Math and Amplify mClass, continue to be administered with accommodations for our remote learners.

In March 2020, during the COVID-19 pandemic, students immediately continued to fully participate in the planned instructional programs. Each student was provided with a Chromebook and materials necessary to continue their academic success. Teachers prioritized delivering simple, high-quality, and intentional experiences for students through varied and developmentally appropriate lesson tasks that were clear and practical. Learning experiences varied in ways that were developmentally appropriate and instructionally feasible. Classes used a hybrid of both synchronous and asynchronous learning environments through distance learning. To meet the academic learning goals and needs of students, instructional videos were created during common planning, to support the continuity and progression of our curriculum. Students learned asynchronously through pre-recorded mini-lessons to support the guided practice of a task. In other cases, classes met virtually in real-time through Google Meets to continue in-class, group-learning experiences synchronously.

1a. For secondary schools (middle and/or high school grades):

1b. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Foreign language instruction for middle school students at Icahn Charter School 3 has been adapted to fit the philosophy of fostering a life-long learning of the Spanish language. Students participate in an active

learning environment where lessons are based on dialogue and discussion. Through this practice, the content is made more comprehensible and students can become fluent Spanish speakers. Our seventh grade classes have been introduced to the Spanish language through the Glencoe curriculum, *Asi se Dice*. Students study the geography and culture of Spanish-speaking countries, and regularly engage in culturally influenced activities. One of the most important aspects of this philosophy is teaching the cultural aspects of the language to the students.

Our physical education curriculum encourages a healthy and active student body. It assists our students in gaining an appreciation of physical activity and sportsmanship. Throughout the year, students are challenged to push themselves and achieve goals through various team building exercises and activities. All students are encouraged to participate in our after-school sports teams to strengthen their self-discipline, confidence and respect for peers.

The kindergarten through fourth grade classes participate in the LEAP program (Learning through an Expanded Arts) weekly. LEAP provides a hands-on, arts-based approach to teaching the academic curriculum. LEAP consultants incorporate drama, visual arts, music, creative movement, and storytelling to classroom lessons to improve the literacy skills of our young learners. In addition to supporting our students, LEAP provides workshops that show early childhood teachers how to use LEAP techniques in their classroom. For example, our third graders have had the opportunity to study the work of Pablo Picasso and Vincent Van Gogh, while our fourth graders have immersed themselves in studying famous artists such as Diego Rivera and Michelangelo.

Our seventh and eighth graders participate in the American Debate League. The American Debate League is an organization that provides our students the opportunity to develop debating, speaking, and literacy skills through debate training and competitions. Icahn Charter School 3's debate team competed against other Charter and Public Middle Schools during the 2018-19 school year on various controversial topics such as immigration, rent stabilization, and gun control. During Spring 2019, our students qualified to compete in the American Debate League City Championships. This event sponsored by New York State Senator John Liu brings teams together from the city's best private and public schools. Some teams from Long Island and New Jersey were also permitted to participate. The Icahn 3 Speech & Debate League competed against more than 60 speakers and 25 teams and won 1st place in the School Sweepstakes Award Novice Division.

Our STEAM (Science, Technology, Engineering, Arts and Math) initiative at Icahn Charter School 3 promotes the discovery of how technology can assist students in effectively solving issues they encounter within the science curriculum and beyond. The Lego Robotics program in grades 3-8 compliments existing technology within our classrooms to encourage student engagement throughout the project-based learning process. In addition to design and coding literacy, students develop technology competency geared towards future readiness for all. We believe in exposing our youngest learners, kindergarten and first graders to robotics and coding through the use of Ozobots. Ozobots are little robots that blend the physical and digital world by teaching our younger learners to code and program. Our physical education curriculum encourages a healthy and active student body. It assists our students in gaining an appreciation of physical activity and sportsmanship.

3. Academic Supports:

Teachers, staff, and administration regularly analyze performance data and study student work to specify and enhance learning paths for our scholars. Our formative and summative assessments guide our differentiation of student learning and continue to be used throughout the school year to identify any students in need of academic intervention and support. Data Action Teams analyze student strengths and identify areas in need of growth. Individual quantitative and qualitative goals are set with students to engage them in their learning. These goals are shared with student families and continue to be supported with progress-monitoring meetings. Bi-monthly articulation meetings are conducted to discuss if students have met their individual goals based upon data.

Icahn Charter School 3 implements intervention programs to meet the educational needs of students performing or at risk of performing below grade level, students with disabilities, and ELLs (English Language Learners). The shared leadership team provides staff members with abundant professional development training that builds a teacher's capacity to support students through a wide range of educational modalities, skills and strategies. There is an intensive targeted assistance (TA) program, that provides robust daily (40 minutes per day) strategic support for students at risk of academic failure in both English Language Arts and Mathematics. Teachers and administrators rely primarily on mClass: Dibels Next, I-Ready, and NY State Assessment scores to identify students in need of academic intervention.

Teacher referrals, based on purposeful data analysis and the input of Child Study Teams, admit students to the Targeted Assistance Program on an ongoing basis as needed. The TA program is composed of in class remediation and small group remediation following a pull-out/push-in model. To support the TA program, Saturday Academy and after school tutoring opportunities are available for students to enhance their skills and accelerate academic remediation. Ongoing monitoring of student progress enables teachers to cycle students out of TA after making sufficient performance gains.

The Icahn Charter School 3's TA program aims to eliminate the over-identification of students whenever possible; however, when necessary we have clear and appropriate referral for evaluation procedures in place. The Response to Intervention Team (principal, teacher, special education provider, and TA teacher) review all Tier 2 and Tier 3 interventions that have been implemented before a referral to the Committee on Special Education (CSE) for evaluation. To serve students who do not have identified disabilities, but who do require more intensive support than available in TA, Icahn Charter School 3 provides similar services available to students with Individualized Education Programs (IEPs) when available. Such supports may include at risk special education teacher support services (SETSS) and classrooms co-taught by certified special education teachers. For students with IEPs, classroom teachers meet regularly with specialists and actively engage in monitoring students' progress toward meeting IEP goals.

To identify students in need of support with English language acquisition, we use the Home Language Identification Survey and New York State Identification Test for English Language Learners (NYSITELL). Identified ELL students receive small group instruction based on their English language proficiency level from certified Teaching English as a Second or Other Language (TESOL) teachers. Classroom teachers support ELLs within the core academic program using strategies such as picture walks and other research based practices they have learned during professional development sessions. In addition, classroom teachers meet regularly with specialists and actively engage in monitoring students' progress toward reaching English proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT) in listening, speaking, reading and writing.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Icahn Charter School 3 fosters a climate of collaborative excellence among students, staff and families. Icahn Charter School 3 engages students in a rigorous academic curriculum with advanced technological components that support their continued interest in learning. Schoolwide assemblies are conducted on a monthly basis to provide opportunities to celebrate achievement and improvement. For example, the Student of the Month is chosen based upon their academic accomplishments, core values, or their significant improvement in a major content area. Students are celebrated for their hours of reading by receiving medals for achieving various benchmarks.

Throughout the school year on Saturdays, Icahn Charter School 3 organizes various activities that allow family members to immerse themselves in different topics students are learning in school. Families of students in grades K-2 participate in Family Math Days, which allow students to share what they are learning with their family members. Students are always so excited to share what they are learning in the classroom with their families. Our students and their families engage in games such as Egg Carton Math, Tens-Frame War and Rocket Math, which help the children learn their math skills in a fun way. Family Science Day, in partnership with The Hall of Science, is another Saturday event families and staff participate in collaboratively. Family Science Day allows our students and their families to get excited about science and create memorable experiences while engaging in fun science activities at school. Some examples of the activities are “Rockin’ Rockets”, where families explore the principles of flight by designing and launching a straw rocket; “Shake Table Challenge”, where families construct a structure capable of withstanding a simulated earthquake; and “Ski Jump,” where families explore energy by creating a ramp that will launch a marble to hit its target.

During Covid-19, it was imperative to continue to interact with students both academically and emotionally. Teachers have continued with morning meetings to create a class community even while some students are learning remotely. Teachers utilize collaborative tools that allow students to interact with each other during hybrid learning. Throughout the school year, our counselors have coordinated various virtual field trips such as a visit to The Bronx Zoo and Cosmic IQ to enhance student learning. While our students cannot physically visit locations like in previous years, we believe virtual field trips allow our students to continue to experience the learning that is done outside the classroom. Our librarian virtually visits our kindergarten through second grade classrooms weekly to read stories to our students and continue to cultivate their love for reading.

Teachers continue to motivate their classes, even during COVID-19, by discussing personal goals with each student. Individual students are given both qualitative and quantitative goals that allow them to strive toward excellence. Students are celebrated by their classmates, teachers and families when they achieve those personal goals. In our Middle School, our students achieve Honor Roll status when they have over a 90% average in all of their content area classes and have an attendance rate of 95% or above. Our Middle School Honor Roll students celebrate their academic success by attending field trips with our Middle School Counselor. Throughout the year, students strive to obtain this achievement.

2. Engaging Families and Community:

School communities are the hub of collaboration and encouragement for all stakeholders. Students, families, teachers, school leaders, and other community members are empowered to work together to innovate and promote an empathetic, accepting, safe, and supportive environment. Icahn Charter School 3 prioritizes the development of school and family partnerships. As a result, learners develop the lifelong curiosity, deep interest, and expertise that will be of benefit far beyond the classroom.

Icahn Charter School 3 believes that a strong relationship is built from the first day our students walk in the door and continues as our students progress through our school. We conduct monthly workshops for our kindergarten families that focus on building a strong love for learning. In September, all families attend a

workshop titled “Prepare Your Child to be an Excellent Learner.” During this workshop, families learn about the many ways to enhance their child’s literacy skills through language-building activities, visual thinking, and strategies to overcome academic challenges. In November, families in K-2 practice their literacy skills during our “Let’s Read Together Pajama Night” by reading Thanksgiving themed stories together, creating a personalized bookmark, and writing about what they are thankful for through a Thanksgiving craft. As the year progresses, families attend various other workshops where students build lifelong skills they will utilize as learners. At our February workshop, “Mindfulness Toolbox: Strategies to Relieve Stress” parents are introduced to a variety of mindfulness techniques to help their child cope with stress, improve concentration, and address difficult emotions. During this workshop, students practice meditation and create their own calming glitter jars to have as part of their “mindfulness toolbox.”

During COVID-19, Icahn Charter School 3 quickly recognized the need to urgently communicate with families, informing and guiding them through the modifications made to the instructional practices and in the use of digital platforms to support distance learning. In Spring 2020, we leveraged our Educate LLC consultants to conduct weekly parent webinars during the months of March and April that were flexible and informational. During these sessions, parents were able to ask questions about common platforms such as Google Classroom, Google Meets, Seesaw and GoFormative. These workshops helped families better understand the educational platforms used by their children on a daily basis to continue remote learning at home.

During the 2020-2021 school year, the administration has held virtual parent informational workshops to inform and discuss events happening in school. The principal, staff developer and counselors conducted virtual workshops to discuss how to best support children during hybrid learning. For example, in September 2020, the principal and staff developer held an informational meeting on the I-Ready platform. Parents learned how to best support their child while the diagnostic assessment was administered virtually to get the most accurate data. During the meeting, parents were able to ask questions and understand the various features the platform offers. In Fall 2020, our counselor held virtual meetings with our middle schoolers and their families to help navigate through the entire high school admissions process. Each month, our school counselors, along with those from the entire network of Icahn Charter Schools, coordinate with public and charter high schools to present to our eight graders and provide virtual open houses to familiarize our students with the options available to them as they move forward.

3. Creating Professional Culture:

Icahn Charter School 3 prides itself on providing on-going professional development to all teachers, new and experienced, in order to strengthen their skills in lesson planning, classroom management, incorporating technology, and delivering effective differentiated instruction. This COVID-19 instructional year has reaffirmed the continued belief that educators are life-long learners and as such, Icahn Charter School 3 is committed to challenging our teachers in a way that inspires and excites their drive for learning in order to improve their best practices.

In addition to the principal, our school staff developer is responsible for coaching teachers, assisting with instructional planning, and collaborating with the principal to determine schoolwide professional development needs. Teachers are observed frequently and maintain a network wide culture of continuous improvement with sustained and systematic coaching. This enables us to accurately identify teachers’ strengths and areas in need of improvement, while holding teachers accountable for student achievement. Leaders effectively differentiate evaluations for teachers based on experience. Teachers with three or fewer years of experience, receive four formal classroom observations and teachers with more than three years of experience receive two formal observations. The staff developer, who is a master teacher, along with the principal, meet regularly, with outside educational consultants, to curate an all-encompassing program, where the needs of the staff are met, based on their level of experience. Consultants are an additional resource used to incorporate workshops to support the academic programs in place in the classroom. Consultants and school leaders work collaboratively to execute coaching cycles, lead unit launch deep dives, provide live-instruction coaching, lead student work study sessions, and support school-wide action planning.

During our professional development sessions, top presenters with impressive backgrounds in education are invited to showcase new and innovative instructional practices. As often as possible, professional development is differentiated to meet the specific needs of teachers by level of mastery, content area specialty, and grade-level bands. The district also provides professional development to the school's leadership team. Developments of many of these workshops rely heavily on data collected via observations, assessments, leader and teacher input, and innovative teaching practices. One of our most revered professional developments each school year, is the "Teachers Leading Teachers to Exemplary Practices" session. Teachers are invited to submit proposals about a best practice that they would like to share with the district. Teachers are encouraged to create, establish and facilitate immersive professional development workshops in order to disseminate learned and successful practices, such as Google Learning Platforms, Cooperative Learning Structures, Novel Studies, Teaching to Multiple Intelligences and more. These peer-to-peer workshops afford teacher input and opportunities of growth.

In the COVID-learning environment, grade-level common planning and training sessions have enabled teachers to meet on a weekly basis, intellectually prepare, share best practices, and learn from one another on a consistent basis. Even as we encounter the various challenges the COVID-learning environment has presented us with, weekly common planning and professional development sessions have proven effective in improving teacher capacity. On a weekly basis, the principal highlights outstanding practices of staff members.

As a result of school professional development, overall improvement is achieved by focusing on academic standards. Whether one-on-one mentorships, collaboration with others, or formal training, professional development will continue to drive instruction at Icahn Charter School 3. We will continue to encourage a community of collaborative learning and appreciation for the talents and dedication of our staff in service to our students' learning.

4. School Leadership:

To have the most impact on student learning and the culture of the school at large, the principal must be an instructional leader. Student learning is maximized when the principal, teachers and families work together with a common vision. The principal must have high expectations for students and teachers. The administration must consistently be focused on the improvement of student learning.

It is common practice for the principal of Icahn Charter School 3 to visit classes daily to observe teachers formally and informally. Teachers write a reflection on their teaching practices before they meet with the principal to engage in a discussion about their next steps to promote student achievement. Our professional development has a direct correlation to these observations. The staff developer and consultants work closely with the teachers to improve their pedagogy which has a direct impact on student learning. Teachers participate in intervisitations throughout the school year. They observe a colleague implementing best practices, debrief with the host teacher and school leader, and bring this strategy back to their own classroom to improve instruction for their students. Every Wednesday afternoon, teachers collaborate and plan future lessons.

During professional development and principal meetings, teachers analyze student data from the New York State ELA and Mathematics exams, DIBELS, i-Ready, Math & ELA diagnostics and other formative assessments to identify gaps, inconsistencies, and needs. The principal ensures that the appropriate services are provided to meet the differentiated needs of the students. Academic Intervention Services support students who are at risk of not achieving the state's learning standards in English Language Arts and math. During common planning periods, classroom teachers and Targeted Assistance teachers establish goals for our at risk students. These teachers utilize progress monitoring tools such as i-Ready reports and DIBELS Progress Monitoring to determine whether students have met their individual goals.

As part of the professional development provided by outside vendors, the educational consultants and network team provide guidance to the in-house staff developer and teachers as they examine student work and assessment data to determine the implications for instruction. The staff developer and consultants coach, model and observe the teaching and learning practices in the classroom to support the teachers in planning

future instructional goals. The principal and staff developer hold ongoing data meetings that include all support staff and classroom teachers throughout the year by grade, and across grades to focus on student strengths, weaknesses and trends. The role of the staff developer is to provide day-to-day professional discussions and support to staff regarding the implementation of school-wide programs, resources and initiatives, such as literacy strategies, numeracy and the use of standards-based instruction.

Throughout the COVID-19 pandemic, the priority of the administration has been the health and safety of our students and staff, while continuing to provide quality and effective instruction everyday regardless of modality. Working with families to make sure that they are knowledgeable about the academic platforms frequently used as well as understanding the safety precautions that have been implemented into the school building remains at high importance for the administration.

During school closures in Spring 2020, the administration had weekly meetings with teachers to discuss specific academic and social emotional needs of the students in their class. The administration then created an individual plan for each student whether it was daily phone calls from the staff developer, additional small group instruction with a Targeted Assistance teacher, or group counseling conducted by our school counselors.

The principal's leadership in the above areas of vision, culture, delegation, instruction and data set the tone for a successful educational community. All members collaborate on the direction and progress of the learning and instruction at the school.

5. Culturally Responsive Teaching and Learning:

The Core Knowledge Curriculum utilized by our teachers and students allow classrooms to immerse themselves in learning about other cultures. Icahn Charter School 3's teaching and learning makes meaningful connections between what students are learning and the students' individual cultures, languages, and experiences. This strengthens our students' sense of identity and promotes equity in the classroom. We strive to include literature from other cultures, parts of the world, and by diverse authors. This helps draw the students into the content using their past experiences. Core Knowledge also emphasizes the importance of art and music in a child's education. Our students are exposed to different forms of music and dance which enables them to appreciate and understand cultural diversity.

Our student performances play a critical role in strengthening multicultural inclusion in our school community by providing an environment where there is an acceptance of diversity and knowledge of other cultures. The sixth grade performance each year showcases the contributions and influence of African American musicians and composers to various musical genres. Our third and fourth graders participate in LEAP dance classes where they learn about how people express their ideas and feelings through dance during different time periods in history.

Equity at Icahn Charter School 3 means putting systems in place to ensure that every child has an equal chance for success. Setting class norms promotes inclusion and openness. Through activities in our Second Step Program, students learn to be respectful of each other while sharing ideas, opinion and values. Members of the school and outside community with physical or learning disabilities come to talk about their experience as students.

Our librarian utilizes the expertise of Lee & Low to explore relatable topics from a variety of diverse cultures in our school building. Each classroom is equipped with a mixture of different read alouds to represent the many different viewpoints in our society. Parents are encouraged to read books to students about a particular issue that relates to their culture or that they are passionate about. In kindergarten through second grade, we have a storyteller who joins our classrooms monthly. During the sessions, students listen to multicultural stories that celebrate the

unique dreams and important traditions that different families treasure all over the world.

Awareness Days are a part of our character-based education to build personal and community responsibility. On October 10th each year, the entire school participates in a Unity Day where students and faculty wear orange to show solidarity for kindness, acceptance and inclusion. There is a Unity Tree bulletin board where each student answers the question: How can you support a peer who is being bullied? Students write down their responses on leaves which are then attached to the tree. In November, for World Kindness Day, students are given a heart shape to write a message or special quote to a member of the Icahn Charter School 3 community. These messages are displayed on the Kindness and Acceptance wall.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Icahn Charter School 3, an open line of communication is the most important strategy utilized to ensure the academic and social emotional success of our students. COVID-19 closures emphasized the need for us as a school, to even further enhance our practices to secure the lines of strong school communication. Communicating our school's mission accurately, effectively and consistently brings all stakeholders together. An effective school communication plan creates greater engagement and involvement of all members of the school community and is at the core of the successful educational experience at Icahn Charter School 3.

The success of this remote learning experience is in direct correlation to the clear communication and messaging shared across the Icahn schools. At the early stages of the initial closure, the network and school building leaders met daily, and Icahn Charter School 3 held meetings with our staff at the start and close of each learning day. Our two guidance counselors along with the entire staff, conducted wellness checks with families daily to provide support emotionally and socially to our students who were directly impacted by COVID-19. Our most vulnerable families were contacted even more frequently to ensure their challenges were being addressed.

This approach to communication provided us the opportunity to make certain that our Icahn families had access to any resources they needed to ensure their health, safety, and well-being. Moving forward, this level of transparency allowed for us to share best learning experiences and to adjust practices as needed to support our teachers and students. School wide common planning immediately began and continues to occur on a weekly basis by grade-level to intellectually prepare learning goals and to support curricular resource creation. This time has also been leveraged to provide differentiated professional development on new learning tools, such as Nearpod, Playposit, Go Formative, Seesaw and Screencastify to support instruction in the remote learning environment. Student facing presentations, daily-weekly formative assessments, and summative assessments are created within the Google Education Learning Platform to monitor student understanding and to ensure that instructional support systems are adjusted to meet the needs of our learners.

In September 2020, our teachers held a virtual "open house" before school started. This allowed students and parents to learn more about the teacher and the expectations for virtual learning. During the "open house" teachers shared their virtual classrooms, the platforms that would be used such as i-Ready, GoFormative, and Google Classroom, as well as recommendations for creating an appropriate learning environment at home. The agenda also included school and class expectations, grade specific curriculum and strategies that parents and teachers could use to build relationships that benefit and support their children through the learning process. Parents were given ELA and math online resources and games to enhance their child's learning at home. Parents also completed a survey so that teachers could understand their child's strengths, weaknesses, personalities, and learning styles. Network wide virtual presentations clearly outlined the guidelines mandated to reopen our school, and families were able to better understand and have confidence in the safety measures and precautions that were put in place to aid in the successful transition back into the school building for hybrid learning.

In order to maintain efficacy, communication must be consistent and frequent. Parents continue to receive ongoing feedback from teachers about how their child is doing both academically and socially through Progress Reports, Family Conferences, phone calls and emails. For the 2020-2021 school year, Icahn Charter School 3 has scheduled virtual family conferences to be held every six weeks to allow teachers, parents, counselors and administrators time to discuss academic and social emotional progress for each student.

The school strengthens our communication by utilizing a variety of methods tailored to the needs of families and schedules. Information about classroom events, upcoming virtual meetings and what the class is currently learning is included in classroom newsletters, although we rely more heavily on electronic versions at this time. Our school website has the most up-to-date information where families can access important meetings, events, notices and alerts. Reminders and messages to a specific class, entire school, or individual are sent through our School Messenger App.

Icahn Charter School 3 takes great pride in developing strong lines of communication with our students, families, and staff members. One size does not fit all when it comes to school communication, nor does one size fit all in respect to educating a whole child. However, by using these various strategies, we have learned to develop strong family-school-community partnerships grounded in respect and trust for each child's unique educational experience, needs, and family expectations for a greater future. Success is measured when we witness each Icahn Charter School 3 student reach their personal potential and demonstrate the key principles of our charter.