



**URBAN SCHOLARS COMMUNITY SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: URBAN SCHOLARS COMMUNITY SCHOOL**  
**ADDRESS: 1180 TINTON AVENUE**  
**TELEPHONE: 718-842-8133**  
**FAX: 718-842-8442**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 321200010463 **SCHOOL NAME:** URBAN SCHOLARS COMMUNITY SCHOOL

**SCHOOL ADDRESS:** 1180 TINTON AVENUE, BRONX, NY, 10456

**SCHOOL TELEPHONE:** 718-842-8133 **FAX:** 718-842-8442

**SCHOOL CONTACT PERSON:** Debra Clarke-Jones **EMAIL ADDRESS** DClarke3@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sonya Nugent

**PRINCIPAL:** Debra Clarke-Jones

**UFT CHAPTER LEADER:** Nelson Lucena

**PARENTS' ASSOCIATION PRESIDENT:** Regina Jacobs

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 12 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

**NETWORK LEADER:** LUCIUS YOUNG/Nilda Kraft

**SUPERINTENDENT:** MYRNA RODRIGUEZ

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Debra Clarke-Jones	Principal	Comments: Members signed hard copy 11/1/10
Ivonne Torres	Admin/CSA	Comments: signed hard copy 11/1/10
Regina Jacobs	PA/PTA President or Designated Co-President	Comments: signed hard copy 11/1/10
Nelson Lucena	UFT Chapter Leader	Comments: signed hard copy 11/1/10
Kanakia Miller	Parent	Comments: signed hard copy 11/1/10
Sabrina Serio	UFT Member	Comments: signed hard copy 11/1/10
Jaharasann Ferrer	Parent	Comments: signed hard copy 11/1/10
Kim Frazier	DC 37 Representative	Comments: signed hard copy 11/1/10
Sonya Nugent	Parent	Comments: signed hard copy 11/1/10
Kishana Brunson-Carr	Parent	
Chanta Tramble	Parent	
Alice Lorenzo	DC 37 Representative	

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

*Urban Scholars Community School is committed to providing an education of excellence that meets the needs of a diverse community of learners. All students will be supported and challenged to achieve their potential through hard work, collaboration and determination. The curriculum emphasizes interdisciplinary thematic studies with an emphasis of the development of strong literacy skills and world knowledge needed to succeed as students and citizens. Family and community involvement are essential to our success. We will establish systems to ensure that our partnerships are grounded in the mutual understanding of working together to develop the skills needed to succeed as a student and a citizen.*

*We believe student achievement is an outcome of clear expectations and hard work. Our students will succeed because they will be actively engaged in student-centered activities with real world applications. Our community focus will inspire learners with curriculum that will build intellectual interest, develop academic language, in addition to oral and written communication skills and world knowledge.*

*We feel confident that we have emphasized critical elements of an effective learning organization such as family and community involvement and an inclusive vision where diverse learners will benefit from the Interrelation of ideas and information across the content areas*

*Urban Scholars Community School emphasizes family and community involvement as essential to our success. For this reason we will establish systems to ensure that our partnerships are grounded in the mutual understanding of working together to develop the skills needed to succeed as a student and a citizen. We reiterate our commitment to supporting and challenging all learners to achieve their potential by providing additional supports to English language learners and student with special needs. Teachers will collaborate to plan and deliver instruction where all students will be able to construct knowledge through the connection of ideas and information across all content areas.*

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		URBAN SCHOLARS COMMUNITY SCHOOL								
<b>District:</b>		12	<b>DBN #:</b>		12X463	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>					<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K				21					TBD	
Kindergarten				51						
Grade 1				48	<b>Student Stability - % of Enrollment:</b>					
Grade 2				55	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3				0					TBD	
Grade 4				0						
Grade 5				0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6				0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7				0					96.5	
Grade 8				0						
Grade 9				0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10				0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11				0					TBD	
Grade 12				0						
Ungraded				3	<b>Recent Immigrants - Total Number:</b>					
Total				178	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
									0	
<b>Special Education Enrollment:</b>					<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes				12	Principal Suspensions				TBD	
# in Collaborative Team Teaching (CTT) Classes				1	Superintendent Suspensions				TBD	
Number all others				8						
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants				0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants				0	
# in Transitional Bilingual Classes				0						

# in Dual Lang. Programs			0	<b>Number of Staff - Includes all full-time staff.</b>							
# receiving ESL services only			16	(As of October 31)	2007-08	2008-09	2009-10				
# ELLs with IEPs			3	Number of Teachers			TBD				
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals			TBD				
				Number of Educational Paraprofessionals			TBD				
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>							
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10				
			TBD	% fully licensed & permanently assigned to this school			TBD				
				% more than 2 years teaching in this school			TBD				
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere			TBD				
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher			TBD				
American Indian or Alaska Native			0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)			TBD				
Black or African American			35.4								
Hispanic or Latino			64								
Asian or Native Hawaiian/Other Pacific Isl.			0								
White			0.6								
Multi-racial											
<b>Male</b>			56.2								
<b>Female</b>			43.8								
<b>2009-10 TITLE I STATUS</b>											
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" type="checkbox"/> Title I Targeted Assistance						<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08						<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>											
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>									
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>											
In Good Standing (IGS)		<input type="checkbox"/>									
Improvement Year 1		<input type="checkbox"/>									
Improvement Year 2		<input type="checkbox"/>									
Corrective Action (CA) - Year 1		<input type="checkbox"/>									
Corrective Action (CA) - Year 2		<input type="checkbox"/>									
Restructuring Year 1		<input type="checkbox"/>									
Restructuring Year 2		<input type="checkbox"/>									
Restructuring Advanced		<input type="checkbox"/>									
<b>Individual Subject/Area AYP Outcomes:</b>											
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>							
ELA:				ELA:							
Math:				Math:							
Science:				Graduation Rate:							
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>											

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>			
<b>Overall Letter Grade</b>				<b>Overall Evaluation:</b>			
<b>Overall Score</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals			
Additional Credit				Quality Statement 5: Monitor and Revise			
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

The findings of the comprehensive needs assessment are as follows:

- We want to increase the levels of literacy and Mathematics school-wide.
- We want to increase our yearly attendance rate from 88% to 90%
- We want to program professional development in the areas of analyzing data and using it to plan effective lessons.
- We want to improve our students writing and assess the growth of our grade 3 students using the Common Core Standards as our guide.
- We want to increase parental involvement and make our parents/guardians our "true partners."

### **Greatest Accomplishments-**

- Creating a school environment that is safe, and focused on raising student achievement
- Increasing our students independent reading time by using the 100 Book Challenge Initiative
- Providing our teachers with professional development from Teacher's College and the Center for Applied Linguistics. to help improve their pedagogy.
- Increase parental involvement by scheduling PTA meetings after student performances and having weekly parent workshops.
- Sending home monthly progress reports to keep our families informed about their child's academic progress.

### **Significant Aids-**

- Classroom teachers are willing to collaborate and participate in all initiatives and professional development to help their students.
- Administrators provide professional development and plan weekly with the teachers.
- Teachers and parents help to make school-wide decisions and set goals.
- Teachers have been trained to use a variety of assessments (TC Pro, ECLAS-2, EPAL, conferring notes, informal observations and Everyday Math end of unit assessments)
- Administration is creating an environment where safety and respect are paramount.

## **Barriers-**

- Students have a variety of childhood illnesses which affect their attendance in a negative way.
- A decrease in funding which will not allow us to have an abundance of needed professional development and an after-school program for "all" of our at-risk students.
- Looking for CBO's to provide support services to address the needs of our students and families.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> The schools yearly attendance rate in 2010-2011 will increase by 2% as compared to the previous year. The yearly attendance rate for the 2009-2010 school year was 88%.	<input type="checkbox"/> For the 2009-2010 school year our annual attendance was 88%. We realize that in order for students to grow academically, socially and emotionally, they must attend school daily.
<input type="checkbox"/> To ensure that all students including English Learners, and students with disabilities achieve at high levels of literacy-improving at least two to three reading levels by June 2011.	<input type="checkbox"/> After analyzing the data provided by ECLAS-2, Teachers College Assessment Pro and discussions with teachers, we chose this goal because we had sub-groups that made minimal movement in the area of reading. In November 2009 22% of our students in grades K-2 were meeting the standards in reading according to the TCRWP assessment and in June 2010 65% were meeting the standards, but we still are in need of improvement.
<input type="checkbox"/> By the end of June 2011, to ensure that all students achieve at high levels of numeracy consistent with the New York City and State Performance Standards as measured by the End of Unit Assessments in Everyday Mathematics and Exemplars.	<input type="checkbox"/> This goal was selected due to the low performance of our students on the End of Unit Everyday Mathematics Assessments.
<input type="checkbox"/> To improve home/school communication and increase the response rate of our parent surveys from 41% to 45%.	<input type="checkbox"/> This goal was chosen after discussion with the School Leadership Team, Parent Teacher Association, staff and after receiving the final response rate of our Parent Surveys for the 2009-2010 school year. We want more parents to be involved in their child's education in order to ensure academic success.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> The schools yearly attendance rate in 2010-2011 will increase by 2% as compared to the previous year. The yearly attendance rate for the 2009-2010 school year was 88%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><b>Activities-</b></p> <ul style="list-style-type: none"> <li>• <b>The AttendanceTeam</b> (guidance counselor, parent coordinator, social worker, family worker, secretary and assistant principal) will receive professional development on school attendance policies and procedures</li> <li>• Classroom teachers will receive strategies to increase attendance</li> <li>• School-wide incentives (popcorn parties, pizza parties, prizes, lunch with the principal, neighborhood walks and movie day)to encourage "perfect attendance"</li> <li>• The Attendance Team will collect, record and document attendance on a daily, weekly and monthly basis for each student and class.</li> <li>• Monthly "perfect attendance" assemblies where students and parents/guardians are recognized.</li> <li>• Monthly "perfect attendance" bulletin board.</li> <li>• Monthly "perfect attendance" assemblies for staff members to serve as models for the students.</li> <li>• "Perfect Attendance Days" -targeted days where classes will be rewarded if their class has perfect attendance and the classroom teacher, cluster teacher and all service providers are present.</li> <li>• Parent coordinator will contact CBO's to provide workshops for our parents regarding</li> </ul>

	<p>the importance of coming to school.</p> <p><b>Responsible Staff Members-</b></p> <ul style="list-style-type: none"> <li>• The Attendance Team (guidance counselor, parent coordinator, social worker, family worker, secretary and assistant principal)</li> <li>• Principal</li> <li>• Classroom and cluster teachers</li> <li>• Other service providers-Speech teacher, SETTS teacher, etc.....</li> </ul> <p><b>Implementation Timeline-</b></p> <ul style="list-style-type: none"> <li>• September 2010-June 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I Targeted Assistance Funds will be used for:</p> <ul style="list-style-type: none"> <li>• Professional development <input type="checkbox"/>-attendance procedures and strategies</li> <li>• School-wide incentives (popcorn parties, pizza parties, prizes, lunch with the principal, and movie day)</li> <li>• Developing strategies to increase attendance percentage</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Collect, record, analyze and document daily, weekly, and monthly attendance for each student, class and grade.</li> <li>• Improvement in individual student and school-wide attendance rate.</li> <li>• Projected gain of a 2% increase in student attendance from the 2009-2010 school year. There will be an increase from 88% to 90%.</li> </ul>

**Subject Area**  
(where relevant) :

**English Language Arts**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> To ensure that all students including English Learners, and students with disabilities achieve at high levels of literacy-improving at least two to three reading levels by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> <b>Strategies/Activities-</b></p> <ul style="list-style-type: none"> <li>• We will continue to have our 2 hour literacy block using the Teacher's College Reading and Writing units of study, Foundations for our phonics instruction and the 100 Book Challenge to improve the amount of time that students are reading independently.</li> <li>• The Teacher's College Reading units of study will emphasize each of the major components of literacy-comprehension, decoding, fluency instruction and increasing the students stamina when they are reading independently.</li> <li>• Students interest and engagement will be supported through extensive classroom libraries and the 100 Book Challenge.</li> <li>• Weekly assemblies will be held to recognize the amount of steps the students are reading via the 100 Book Challenge.</li> <li>• Students will learn to apply strategies for decoding, fluency and comprehension that are appropriate to the students stages of reading development.</li> <li>• Students will receive small group instruction during AIS and also for an additional 50 minutes 3x a week during extended day.</li> <li>• Word study will be taught to the whole class, small groups and individual students to advance their growth in the area of decoding and spelling. Foundations is the program that will be used school-wide.</li> <li>• At-risk students in grades 1-3 will be a part of the ELA Intervention after school program.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Title I Targeted Assistance, Contracts for Excellence (C4E) and TL Children First Operating funds will be used for:</p> <ul style="list-style-type: none"> <li>• Professional Development for teachers</li> <li>• Purchasing of professional books for teachers and administrators</li> <li>• Per session for teachers to teach afterschool</li> <li>• Instructional materials for the ELA Intervention program</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Teachers will administer the TCRWP Reading assessments every 4-6 weeks and monitor their students progress. Goals for each student will be set according to the each student's results.</li> <li>• ECLAS will be administered in the fall and spring for grades 1-3 and only in the winter for Kindergarten. Teachers will set benchmarks for the students based on the results.</li> <li>• Classroom libraries will be leveled using the Fountas and Pinnell system and also by genre.</li> <li>• Teachers will monitor students book logs-making sure that they are reading daily.</li> <li>• Grades will have common planning time every day and cross grade planning will take place once a week.</li> <li>• Teachers will be observed formally and informally</li> <li>• Administrators will have one to one conversations with the teachers to discuss the findings of the data, and to help them plan how to meet the needs of their students.</li> <li>• Data from the beginning, middle and end of the year will be used to monitor student progress and make changes to their instructional goals.</li> </ul>

**Subject Area**  
 (where relevant) :

**Mathematics**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By the end of June 2011, to ensure that all students achieve at high levels of numeracy consistent with the New York City and State Performance Standards as measured by the End of Unit Assessments in Everyday Mathematics and Exemplars.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><b>Strategies/Activities-</b></p> <ul style="list-style-type: none"> <li>• Teachers will administer the Everyday Mathematics Assesments every 4-6 weeks.</li> <li>• Exemplars will be administered at the end of every unit and the results will be used to creat goals for students.</li> <li>• Teachers will use the New York State Standards as their guide as to what to re-teach during each unit.</li> <li>• Teachers will analyze data and set benchmarks for their students.</li> <li>• Monthly progress reports will be sent home in order to inform the parents of their child's strengths and weaknesses and ways to help at home.</li> <li>• The math cluster teacher will meet weekly with the classroom teachers in order to plan lessons that will meet the students needs.</li> <li>• Students will receive additional small group instruction during extended day. Grouping will based on the results of the End of Unit Assessments, classroom observations and the students results on Exemplars.</li> <li>• Collaborative walk-throughs will be conducted by the administration to monitor the teachers lesson delivery and to also provide next steps.</li> </ul> <p><b>Responsible Staff Members-</b></p> <ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Mathematics Cluster Teacher</li> <li>• Principal and Assistant Principal</li> </ul> <p><b>Implementation Guideline-</b></p> <ul style="list-style-type: none"> <li>• September 2010-June 2011</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> TL Childrens First Operating Funds and Title I Targeted Assistance funds will be used for:</p> <ul style="list-style-type: none"> <li>• Professional development for teachers on how to use the Everyday Mathematics Program and Exemplars</li> <li>• Grade level planning will take place weekly during common prep periods.</li> <li>• Funding for substitutes to cover classes when teachers have professional development, inter-visitations and intra visitations.</li> <li>• Purchasing professional books for study groups</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Teachers will administer Everyday Math End of unit assessments every 4-6 weeks.</li> <li>• Results of the end of unit assessments and Exemplars will be monitored and teachers will help students to create goals based on the assessments.</li> <li>• Teachers will be observed formally and informally-feed back will be provided and next steps will be set up and monitored.</li> <li>• Walk-throughs will be conducted to look at environment, lesson delivery, and math centers-feed back will be provided.</li> <li>• Agendas and notes from grade level planning sessions will be reviewed.</li> <li>• Students math journals and math notebooks will be reviewed monthly</li> <li>• Teachers conferring notes will be reviewed monthly</li> <li>• Monthly articulation with teachers and administration regards students progress, goals and benchmarks.</li> </ul>

**Subject Area**  
**(where relevant) :**

**Parental Involvement**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To improve home/school communication and increase the response rate of our parent surveys from 41% to 45%.</p>
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**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Strategies/Activities-**

- Monthly newsletters will be sent home by each grade informing parents/guardians about what their child will be learning and any other special events.
- TCRWP assessment results sent home 3 times a year-fall, winter, spring.
- Monthly calendar will be sent home informing parents of school closings, special events, PTA meetings, workshops, trips and School Leadership Team Meetings. Monthly calendar will also be posted at the main entrance.
- The School Messenger will be used to call parents to remind them of important events, half days and school closings.
- Monthly progress reports will be sent home to inform parents/guardians of their child's academic progress in all content areas.
- School Leadership Team minutes will be posted on the PTA bulletin board
- Parents will have a weekly meeting-"The View" to talk about important events and to also offer suggestions to help our school.
- All correspondence will be translated to meet the needs of our diverse community.
- Parent workshops will be held in the areas of literacy and Mathematics.
- PTA, Family Worker and Parent Coordinator will plan activities for the parents/guardians.
- Parents/Guardians will be encouraged to be a Learning Leader.
- PTA will meet monthly with the Principal
- Parents/Guardians will have three workshops during the year with the Studio in a School Artist.
- In addition to the two Parent/Teacher conferences, parents/guardians will be invited to meet monthly with the teachers to discuss child's strengths and weaknesses.
- Parent/guardian survey sent home to find out their strengths and in what capacity they want to volunteer at our school.
- Classroom party for the largest amount of Learning Environment Surveys returned during parent/teacher conference.

**Responsible Staff Members-**

- PTA, Parent Coordinator, Family Worker, Administration

**Implementation Timeline-**

	<p><b>September 2010-June 2011 (Improving home/school communication)</b></p> <p><b>March 2011-April 2011 (Improving response rate of Learning Environment Survey from 41% to 45%)</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Title I Funds and TL Parent Coordinator OTPS to purchase materials and refreshments for workshops</li> <li>• TL Children First Operating Funds for per session to teachers conducting workshops.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• TCRWP assessment results and letters to the child and parent sent home in the fall, winter and spring.</li> <li>• Monthly calendars and newsletters sent home to the parents/guardians.</li> <li>• All correspondence sent home will be translated.</li> <li>• Monitor parental involvement via the attendance sheets from parent/teacher conferences, PTA meetings, "The View" (weekly coffee and conversation for the parents/guardians with the PTA).</li> <li>• Weekly review of the amount of Parent Surveys submitted-using the school messenger system to call homes to remind parents/guardians to fill out the survey.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	48	48	N/A	N/A	2			
1	51	55	N/A	N/A	6			
2	43	46	N/A	N/A	3			
3	36	52	N/A	N/A	7			
4								
5								
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> ELA intervention services are provided in one-on-one conferences and small groups during the instructional day to students performing below grade level standards in Grades 1-3 during the 90 minute literacy block. The literacy block also includes an AIS period scheduled Monday-Friday when a specialist/cluster pushes in and works one-to-one and with small groups. Intervention services are also provided during extended times sessions scheduled two times a week (Tuesday and Wednesday) for 50 minutes each day. After school intervention programs provide small group instruction two times a week for 90 minutes sessions with program materials such as Targeted Reading Instruction.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Mathematics intervention services are provided during one-on-one and small group instruction planned during math block. Students are also scheduled for a minimum of 2 periods of Math Enrichment each week. Intervention services are also provided during extended times sessions scheduled two times a week (Tuesday and Wednesday) for 50 minutes each day. Teachers use Everyday Mathematics Skill Builders in addition to Exemplars and monitor their progress with EDM Unit Assessments. Students in grade 3 will also receive additional instruction via the Simple Solutions program in order to improve their numeracy skills.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Science intervention services are provided during the instructional day in small groups: During this time at risk students receive individualized and small group instruction and guided practice with FOSS program materials.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> NA</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Guidance counselor provides guidance and counseling services to "at risk" students for 1-3 periods during the school day.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> School psychologist provides individual and small group counseling to "at risk" students based on recommendation from and consultation with School Support Team.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> School social worker collaborates with guidance counselor and school psychologist to provide "at risk" students with guidance support based on recommendation of School Support Team.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Students will receive referrals to local health providers for health-related services.

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. **APPENDIX 2 PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)** may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under **ORCA 354** in the manner provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s) language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

PS 463 Urban Scholars Community School was awarded a Title III grant to launch a General Education Dual Language Program beginning September 2009. The dual language program began with an enrollment of 28 students in the Kindergarten class that follows a **Directions** model where students are instructed in two languages; Spanish and English. The dual language program will expand in September 2010 to include a 1st grade class with an enrollment of approximately 26 students. The allocation of language classes is clearly defined to support the development of oral and written fluency to effectively communicate in both languages in all academic areas. The dual language program at PS 463 offers an enrichment program where ELLs and English proficient students have the opportunity to develop language skills and core academic knowledge in two languages.

We have made minor revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for 2010-11 (pending allocation of Title III funding). We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised instruction provided in first and second language (English/Spanish) with the implementation of a balanced literacy program with components such as read alouds, shared reading, writing and guided reading. Dual language classrooms are provided with big books, guided reading sets and a classroom library that includes a variety of genres in both English and Spanish. School's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

PS 463 currently has 18 ELLs in grades Kindergarten-Grade 3 receiving ESL services provided by a fully licensed English as a Second Language teacher. **Section I: Student and School Information** works closely with classroom teachers to provide instruction tailored to meet the needs and levels of English proficiency of our ELLs.

**Grade Level(s)**  
**Pre-Kindergarten-Grade 3**

**Number of Students to be Served:**  
**LEP 30**  
**Non-LEP 211**  
**Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

**Number of Teachers: 2 Bilingual/Dual Language Teachers**  
**Other Staff (Specify): English as a Second Language Teacher: Ms. B. Pena**  
**School Building Instructional Program/Professional Development Overview**

PS 463 will promote rigorous teaching and learning of ELLs with a professional development plan that will highlight effective instructional practices of native and second language acquisition. All teachers of ELLs will participate in a professional development program that will highlight effective strategies and practices to effectively integrate literacy and language development. Professional development will be

provided by The Center for Applied Linguistics on the effective strategies and practices of the *Sheltered Instruction Observation Protocol (SIOP) Model: Making Content Comprehensible For English Learners*.

**Section III. Title III Budget**

**School: PS 463 Urban Scholars Community School**

**BEDS Code: 321200010463**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	TBA	<input type="checkbox"/> Curriculum Planning.
<b>Purchased services</b> - High quality staff and curriculum development contracts	TBA	<input type="checkbox"/> Professional Development Consultant: The Center for Applied Linguistics
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	TBA	<input type="checkbox"/> <input type="checkbox"/> Library collections in English and Spanish.  Realia.
<b>Educational Software (Object Code 199)</b>	TBA	<input type="checkbox"/> Computer Software Programs for English and Spanish language development.

<b>Travel</b>	NA	<input type="checkbox"/> NA
<b>Other</b>	NA	<input type="checkbox"/> NA
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We assess the school's translation and interpretation needs based on intake during initial registration of students. Families are asked to identify language(s) other than English that are spoken at home. Home language report is generated from ATS regularly to identify major languages spoken at PS 463. Forms, notices and letters are downloaded from the DOE website in major languages represented at PS 463. School newsletters, monthly calendars and other written notices are always written in both English and Spanish (over 60% of our families are Hispanic).

Oral interpretations are available at all parent meetings, including Parent Teacher Conferences scheduled in the fall and spring.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  According to ATS reports, Spanish language has the highest number of families that speak a language other than English. School's translation and oral interpretation findings and needs are reported to school community at staff conferences. In addition, home-school notices and newsletters with translation and interpretation information are also updated regularly.

### **Part B: Strategies and Activities**

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Spanish translation services are provided by staff members that have been identified for translation services. All school newsletters, notices and documents are translated.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation will be provided by in-house school staff for Spanish language. Parent volunteers provide oral interpretation for languages/dialects such as Fulani and Soninke.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 463 will provide families whose primary language is a covered language and who require translation and interpretation services with written notification of the how to secure services. Posters and notices informing them of translation and interpretation services available for the covered languages. will be posted in conspicuous locations such as at or near the school's primary entrance.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$244,064	\$23,786	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,440		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,204	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$24,406	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
95%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In order for all of the teachers in our school to become highly qualified, they will be afforded the opportunity to take classes, paid for by the Title 1 funds, in order to help them receive certification in the area that they are currently working.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

## 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

## 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

#### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

(See Section IV: Needs Assessment)

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.



All of our students will be afforded the opportunities to be proficient in the content areas. There will be an AIS period each day for 45 minutes and students will receive additional small group instruction in reading.

Also, students in grades 1-3 will receive 50 minutes of additional instruction in literacy and mathematics 2 times a week.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.



In addition to the AIS period and extended day, our grade 3 who are identified as "at-risk" will be afforded the opportunity to take part in our ELA and Mathematics Intervention program afterschool. If we are allocated additional funding, we will also have Saturday Academy when there will be enrichment as well as intervention activities for our students.

- o Help provide an enriched and accelerated curriculum.

- Scheduling and programming of instructional day includes periods when specialists and support staff are scheduled to work alongside classroom teacher to support students' meeting proficient and advanced level of achievement. On-going assessment results are utilized to assist teachers in forming small groups for intervention or enrichment.

- o Meet the educational needs of historically underserved populations.

- Student data is disaggregated to identify patterns and trends of subgroups such as student with disabilities, students in temporary housing and English Language Learners. Students in these categories will get the intervention services needed to help them reach their full potential. Support will also be given to their families so that they are able to learn strategies to help their child at home.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the

Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Upon analysis of student data such as results of ECLAS-2, running records, Everyday Mathematics Unit Assessments, students performing below academic standards are identified. In addition to providing them with additional support to improve their academics, these students will also be serviced by our guidance counselor and social worker. They will work with the students to improve their emotional and social well being. Our parent coordinator will also be responsible for bringing in outside agencies to support our students and their parents/guardians.

o Are consistent with and are designed to implement State and local improvement, if any.

Our students performance will be measured by the New York State Standards, and our teachers will also be trained and begin to have discussions around the Common Core Standards and how we need to adapt our curriculum to meet their needs.

3. Instruction by highly qualified staff.

At the current time, 92% of our teachers are highly qualified. It is imperative that we continue to have teachers work in the area of certification.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

PS 463 has a strong commitment to providing professional development that will enable all student's to meet academic standards: On-site professional development includes weekly professional development sessions facilitated by school administration and study group cycles guided by professional literature. Consultants from AUSSIE and The Center for Applied Linguistics are also contracted to provide a series of professional development sessions to advance teacher and student learning. Professional development sessions are open to all of our staff in order to build capacity.

This year we will have a parent coordinator and one of their main responsibilities will be to provide workshops for our parents and to also bring in Community Based Organizations to service our school community. Our parents will have a variety of workshops offered to them by our staff in order to assist their child at home in the content areas. Our SBST will also provide a series of workshops regarding the special education process and other intervention services.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

School administrators regularly participate in DOE sponsored citywide job fairs and teacher recruitment efforts. PS 463 has begun outreach to teacher education programs at local colleges and universities to establish partnerships with program coordinators to recruit graduates. Current teaching staff members are also empowered to recommend and recruit potential teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

In order to increase parental involvement our parent coordinator will be at the forefront of this initiative. We will have a monthly newsletter informing parents/guardinas about what their child will be learning. In addition we will have monthly workshops in the areas of literacy and Mathematics to help deepen our parents knowledge about our curriculum.

We will continue to send home monthly progress thus allowing the parents the chance to monitor the child's progress on a consistent basis and they will also have scheduled appointments to meet with the teachers to discuss the reports.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Students enrolled in our Pre-Kindergarten program are easily transitioned to elementary program as they are familiar with school culture. To assist students in neighboring early childhood programs, PS 463 schedules Open House and Orientation events to initiate connections with the program. Prior to the first day of school, an "Ice Cream Social" is held to introduce potential students and families to school.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All teachers will receive professional development on how to use data to plan effective lessons to meet the needs of all students. We will be using ACUITY for the first time this year and our teachers will be taught how to use the results as well as the ACUITY data base to plan differentiated lessons for their students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students progress will be monitored every 4-6 weeks via running records, Everyday Mathematics end of unit assessments and on demand writing samples. Administrators will meet with the teachers to identify students who are having difficulty and academic intervention plans will be put in place. We will look at modifying the materials being used, lesson delivery, lesson planning and grouping. Goals and benchmarks will be set for the students every 4-6 weeks after students are assessed.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

We are looking for outside agencies (Children's Aid Society) to provide us with resources to support our parents in the areas of nutrition and fitness. Our guidance counselor will be the violence prevention facilitator-holding monthly town meetings with our students to address bullying, teasing, and other violent behaviors. Our character building program, Heartwood, will also help our students to be better citizens.

Our parents will have technology classes in order to help them to be more prepared to join the work force and to also give them the skills that they need to compete in our society.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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. 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			23,786	True	15,19
Title I, Part A (Basic)	Federal	Yes			244,064	True	17,21
C4E	State	Yes			16,874	True	17
Tax Levy	State	Yes			1,327,225	True	
IDEA	Federal	Yes			38,330	True	

<sup>1</sup>**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.



3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

N/A

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)

We currently have 5 students living in temporary housing.

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

As per the McKinney-Vento Homeless Education Assistance Act, Title I, Part A set-aside is allocated to assist students living in temporary housing to meet the State's challenging standards, and assist them when they have urgent needs. Title I set-aside funds will be used to assist our students in getting any aid they need. Some of the funds will be used to provide the students with emergency supplies when the need arises. Emergency supplies will include, but are not limited to uniforms, school supplies, books and glasses. Title I set-aside funds will also be allocated for parent workshops, student intervention programs, and data collection which will allow the school to monitor the progress of these students. In addition, counseling and "Buddy Mentoring" services will be provided if needed.

**Part B:**

**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).
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 in your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

**File Name - 28\_12X463\_032911-124656.docx**

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>408</b>	District <b>12</b>	School Number <b>463</b>	School Name <b>Urban Scholars</b>
Principal <b>Mrs. Debra Jones</b>		Assistant Principal <b>Ms. Ivonne Torres</b>	
Coach <b>Ms. Martha Fabre</b>		Coach <b>type here</b>	
Teacher/Subject Area		Guidance Counselor <b>Mr. Hosea Givan</b>	
Teacher/Subject Area <b>Ms. B. Ortiz (Math)</b>		Parent <b>Ms. Regina Jacobs (PTA)</b>	
Teacher/Subject Area <b>Ms. Belkis Pena (ESL)</b>		Parent Coordinator <b>Ms. Denise Pierce</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>Mr. Lucius Young</b>		Other <b>type here</b>	

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>12</b>

#### C. School Demographics

Total Number of Students in School	<b>239</b>	Total Number of ELLs	<b>30</b>	ELLs as Share of Total Student Population (%)	<b>12.55%</b>
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### Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

At enrollment, Pupil Accounting Secretary, Ms. Natalie Richards begins registration process during which parent/guardian completes Home Language Identification Survey ( HLIS).

As a recipient of a Title III grant, PS 463X has launched a Dual Language Program with a Kindergarten class and will expand to Grade 1 during the 2010-2011 school year. The program will continue to grow until it is fully implemented through to 5th grade. As a new school, PS 463 began its outreach to families during summer 2009 family events. School administrators scheduled orientation and open house meetings to present the new dual language program at the school to all families. Flyers and additional resources were distributed and are ready accessible where program goals-developing proficiency in their first and second languages. At initial registration, families are informed of the availability of dual language program.

Pupil Accounting Secretary informs Asst. Principal of newly registered students and specifies if HLIS indicates that a language other than English is spoken at home. Asst. Principal and/or Literacy Coach (Asst. Principal and Literacy Coach hold appropriate Bilingual Certification )conduct informal interview in English and Native Language as New York State-LEP Identification Process delineates. Initial assessment process continues and if student speaks language other than English and speaks little or no English dministration of the LAB-R is scheduled within the first ten days of initial enrollment and scored on site to determine ELL status and appropriate placement. In addition, LAB-R scoring indicates whether Spanish Lab must also be administered.

The criteria used to place identified ELL students in the ESL instructional program is determined by cut scores following a careful review of LAB-R and NYSESLAT results. As a new school, we have no limited data to review trends in program choices. Programs offered at the school-specifically the Dual Language Program are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	2	3												5
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	5	4	10	6										25
<b>Total</b>	7	7	10	6	0	0	0	0	0	0	0	0	0	30

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	30	<b>Newcomers (ELLs receiving service 0-3 years)</b>		<b>Special Education</b>	3
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	4	<b>Long-Term (completed 6 years)</b>	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>		1		4						4
<b>Total</b>	0	1	0	4	0	0	0	0	0	4

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	3	15	3	18															6	33
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	3	15	3	18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	33

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 8

Asian: 0

Hispanic/Latino: 28

Native American: 0

White (Non-Hispanic/Latino): 0

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	8	6										20
Chinese														0
Russian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>3</b>	<b>3</b>	<b>8</b>	<b>6</b>	<b>0</b>	<b>20</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

Our school offers a Dual Language Program at Kindergarten and 1st Grade and Free Standing ESL Program for ELLs in Kindergarten through Grade Three. The Kindergarten and Grade 1 classes of the dual language program class follows a self-contained 50:50 model, in which the amount of instructional time is equally divided between the two languages. The program uses the core curriculum, focused on balanced literacy and balanced mathematics and is in alignment with NYC and NYS Native Language Arts and English as a Second Language Standards. The program supports a differentiated approach that facilitates addressing the needs of and success of all of our students, including the ELL population. Students are expected to build academic skills in their first language and eventually transfer these skills to the second language. ELLs and EP students are linguistically integrated for all or most content instruction in all grades. The students are also expected to comprehend, speak, read, and write in both languages upon their completion of the program. Language Arts is taught using NLA, ESL, and ELA. Content area is taught in both English, using second-language acquisition strategies, and the target language. Dual language classrooms have level libraries in English and Spanish. Content area instruction is supported with standards-based instructional materials in both languages in mathematics, science and social studies.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

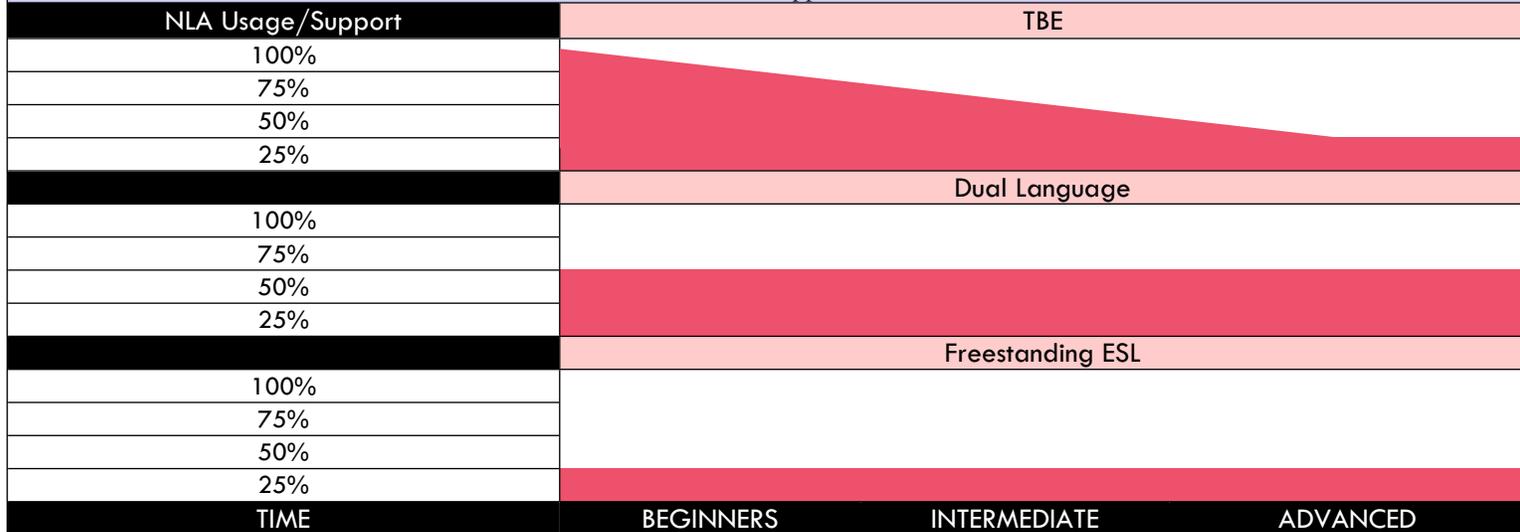
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.  
Please note that NLA support is never zero.



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

On-going assessments and student work provide teachers with data to generate content area and language goals. Benchmarks are identified along with instructional materials and intervention approach. Through instructional practices such as conferring, small group instruction and mini-lessons, planning and instruction is targeted to address ELLs with specific content area and language needs. English language learners receive targeted instruction during our AIS blocks-Monday through Friday during 8:45-9:30 in Grades 2 and Three and on Tuesdays and Wednesday during Extended Time for Grades 1-Three. PS 463 has implemented an instructional program specific for Newcomers to support students transition to English language instruction. The Newcomers Group is implemented two times a week for 50 minutes.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

In the Dual Language Program, English and the second language are used consistently to teach core academic content areas—language arts, mathematics, science, and social studies. Ongoing assessments of students in content areas as well as language and literacy development inform teaching and learning. Collecting and analyzing multiple sources of data in two languages and setting measurable goals help improve areas that most impact teaching and learning and achieve program goals.

Urban Scholars Community School will promote rigorous teaching and learning with instructional practices such as planning and implementing lessons guided by The SIOP (Sheltered Instruction Observation Protocol) Model. In addition, professional development will focus on dual language theory and models and second language acquisition and biliteracy development. Standards-based literacy instruction will be provided in the native language and in English. Summer professional development and planning activities will offer teachers the exemplars to effectively integrate literacy and language development with curriculum that is student-centered and connected to real-world applications. English language learners will be engaged in learning that will peak their interests and challenge them to delve deeper through interdisciplinary units of study.

Spanish and English will be used to teach core academic content areas—language arts, mathematics, science, and social studies. Teachers will plan lessons that will connect students' prior knowledge and other disciplines, providing them with opportunities to develop critical and creative skills.

Ongoing assessments of students in academic content areas as well as language development will inform teaching and learning. Collecting and analyzing multiple data sources at regular intervals in both languages will provide school administrators, teachers and support staff with the means to establish and monitor academic goals.

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Rigorous professional learning in the field of literacy and curriculum planning will be directly tied to academic improvements for English language learners at Urban Scholars Community School. We will offer expanded support for teachers of ELLs with a series of tailored professional development sessions that will provide them with examples of best practices and effective strategies to replicate in their classrooms.

Our professional development plan for ELL personnel also includes a series of Saturday sessions on the implementation of the Sheltered Instruction Observation Protocols (SIOP) Model facilitated by a staff developer with The Center for Applied Linguistics. PS 463 Urban Scholars Community School will engage teachers in professional development covering topics such as literacy and language assessments, analysis of student data and implications for instructional planning. Our focus will be to identify the instructional program, more specifically, the academic interventions that will accelerate language and academic learning for ELLs.

Professional Development Conferences and Workshops will include:

New York City Department of Education Office of English Language Learners Professional Development Workshops and Conferences

The July Institute on the Teaching of Writing

June 29 - July 3, 2010

The July Institute on the Teaching of Reading

July 5-9, 2010

The August Institute on the Teaching of Writing

August 9-13, 2010

The Annual August Institute on the Teaching of Reading

August 16-20, 2010

An instructional committee comprised of Principal, Asst. Principal, Literacy Coach, Math Specialist and dual language program teachers has begun to collect student data such as ECLAS-2 and EL SOL in addition to other literacy assessments (e.g., running records, student writing pieces) to develop content and language goals for ELLs. Differentiation and targeted instruction are plans and targeted interventions program for ELLs. PS 463 has implemented Wilson "Foundations" program to advance development of phonics and phonemic awareness in the early primary grades. All teachers are supported with "Foundations" professional development/training by Literacy Coach. The Spanish language phonics/literacy program "Cancionero" is being implemented in the Kindergarten and Grade 1 dual language classes. On-site professional development is scheduled for two hours every Monday after school to provide teachers with effective strategies and skills to support diverse learners, such as English language learners.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

Increasing parental involvement is a main focus of our school: This year we will be supported in this endeavor with the addition of a Parent Coordinator, Ms. Denise Pierce. The Parent Coordinator will have an integral role in outreach and engagement of family involvement. Families of ELLs will be kept informed of all home-school events with school flyers, notices and classroom newsletters. In addition, our home phone messenger system "School Messenger" will keep families informed of current and upcoming school events. All notices and communication include Spanish translations, as over two-thirds of the families are Hispanic/Latino. A school brochure, program flyers and notices will be updated to include current program information, and family events that connect home and school (such as Morning Drop-Off Classroom Visits), and more importantly, news of the expansion of program to grade one. Family workshops and orientation sessions will promote the benefits of being bilingual and bi-literate. In addition, program will promote how dual language programs develop positive cross-cultural attitudes and skills that will support them to function in a global society.

As a growing school, we have extended our outreach efforts and have begun to partner with programs such as "Learning Leaders" and "CookShop Classroom" which promotes good nutrition through hands on exploration and cooking activities. Presently, the Kindergarten dual language class is enrolled in "CookShop" and we will expand program to Grade 1 during the 2011-2012 school year.

to enhance our systems to outreach, engage and inform families of ELLs and English proficient students about the dual language program at Urban Scholars Community School. Outreach and family engagement will be achieved with events such as Orientation and Curriculum Night and other events planned with the PS 463 Parent Teachers Association. For example, every Tuesday morning parents are invited to attend a Coffee and Conversation hour: "The View" provides parents and guardians a forum to discuss programs and services at the school and, most important, we also use feedback provided by parents to evaluate the needs of families. ranslations are readily available during "The View" and all family events; in addition, all printed material is translated. Follow up events and activities will include Family Conversations, Morning Drop-Off Classroom Visits and Grade Breakfasts. On-going communication with families will include message boards at various locations on the school grounds to display school announcements of current program information and upcoming events that will highlight the program and the benefits of learning in two languages.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	6	3	1										12
Intermediate(I)	3	2	4	3										12
Advanced (A)	2		2	2										6
Total	7	8	9	6	0	0	0	0	0	0	0	0	0	30

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1												
	I		1	2										
	A		2	4	4									
	P		1	2	1									
READING/ WRITING	B	1	2	1										
	I		2	4	3									
	A			3	2									
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

A review of NYSESLAT modalities reveals that students in Grades 2 and 3 are showing modest gains in Listening/Speaking. Reading/Writing results also showed improvements with students in Grades 1-3

English proficient students in the dual language program are assessed in the second language-Spanish-when they are administered EL SOL in the fall and spring.

The success of our instructional programs for ELLs is measured by reviewing results of ongoing assessments such as TCRWP Reading Assessments, running records, analysis of student work where reading and writing products in two languages are collected are reviewed.

### Additional Information

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

-- are Paste additional information here

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		

	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	URBAN SCHOLARS COMMUNITY SCHOOL						
<b>District:</b>	12	<b>DBN:</b>	12X463	<b>School</b>		321200010463	

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4		8	12	
	1	v	5		9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		21	34				NR
Kindergarten		51	48				
Grade 1		48	58				
Grade 2		55	49				
Grade 3		0	51				87.7
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				96.5
Grade 8		0	0				97.4
Grade 9		0	0				
Grade 10		0	0				
Grade 11		0	0				15
Grade 12		0	0				
Ungraded		3	1				
<b>Total</b>		<b>178</b>	<b>241</b>				<b>0</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		12	20	Principal Suspensions			5
# in Collaborative Team Teaching (CTT) Classes		1	14	Superintendent Suspensions			7
Number all others		8	16				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only		16	TBD
# ELLs with IEPs		3	TBD
Number of Teachers			14
Number of Administrators and Other Professionals			4
Number of Educational Paraprofessionals			6

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			0	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			21.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.0	0.4	% core classes taught by "highly qualified" teachers			66.7
Black or African American		35.4	37.8				
Hispanic or Latino		64.0	60.2				
Asian or Native Hawaiian/Other Pacific		0.0	0.4				
White		0.6	0.8				
<b>Male</b>		56.2	53.5				
<b>Female</b>		43.8	46.5				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
Improvement Year 1					
Improvement Year 2					
Corrective Action (CA) – Year					
Corrective Action (CA) – Year					
Restructuring Year 1					
Restructuring Year 2					
Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>		NR		<b>Overall Evaluation:</b>			NR
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)