



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : URBAN SCHOLARS COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X463

PRINCIPAL: DEBRA JONES **EMAIL:** DCLARKE3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Debra Jones	*Principal or Designee	
Nelson Lucena	*UFT Chapter Leader or Designee	
Kanakia Miller	*PA/PTA President or Designated Co-President	
Kim Frazier	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sonya Nugent	Member/Parent/Chairperson	
Jaharasann Ferrer	Member/Parent	
Sabrina Serio	Member/UFT	
Alice Lorenzo	Member/Family Worker	
Chanta Tramble	Member/Parent/Secretary	
Kishana Carr	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 the number of students in Grade 4 achieving a level 3 or above on the New York State English Language Arts Exam will increase by 5%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After analyzing the Grade 3 students' performance levels on the 2011 NYS English Language Arts Exam, only 8.2% of the students scored at or above grade level. Further analysis showed that 1/3 of our Grade 3 students scoring level 2 were at the higher end of the scale for that level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

October 2011-May 2012

All students in Grade 4 will be provided with additional tutoring during the school day where the focus will be to improve their reading comprehension and writing skills. There will also be an ELA after school Prep Program twice a week from 3:15pm-5:15pm. Our teachers will also receive professional development from Teacher's College staff developers to help them improve their pedagogical practices in order to help our students improve their reading and writing skills. In addition, our cluster teachers will provide our Tier II students with an additional period of intervention during the daily AIS period. Teachers will assess their students every 3-4 weeks in order to make adjustments to the content being taught. They will meet during their weekly common planning period to review the students practice test results and class work.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Workshops will be held for our parents to teach them about the NYS Standards and the content of the exam. Parents will also receive monthly progress reports detailing their child's strengths and areas of improvement. They will also learn ways to support their child at home. Parents are also afforded the opportunity to visit their child's class and observe the literacy block during our Morning Drop Off Program.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Currently 99% of our teachers are highly qualified. When hiring teachers, we solicit teachers that hold the appropriate license for the position. For teachers that are not highly qualified we offer them the opportunities to take courses in order to fulfill the requirements for the license needed. In order to retain our teachers we believe that supporting them in growing professionally is paramount. All teachers are afforded the opportunity to attend professional development in their specialty areas as well as areas where their need improvement. Professional development is provided for all teachers in the areas of literacy and Mathematics via Teachers College and AUSSIE respectively. Professional development series and workshops provided by the Network along the lines of aligning units to the Common Core Learning Standards affords teachers opportunities to enhance rigorous pedagogical practices and instruction. In addition, we have two staff members are currently being trained by Reading Recovery to provide high quality reading instruction and intervention to struggling students.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We currently have the Cook Shop program and Studio in a School Art and Healthy Living Program. These programs are instrumental in helping our students expand their vocabulary which will help them strengthen their reading and writing skills.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I Fair Student Funding will be used for per session and instructional supplies. Title I SWP funds will be used to pay for Teacher's College Professional Development. TL Children's First Network funds will be used for per diem to pay for substitutes when the teachers attend professional development sessions and inter visitations to other schools.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

The number of students in Grade 4 achieving a level 3 or above on the NYS Mathematics Exam will increase by 5%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The results of the 2011 NYS Mathematics exam indicated that only 30% of our Grade 3 students met or exceeded the NYS Mathematics Standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

September 2011-June 2011

All students in Grade 4 will be provided with additional tutoring during the school day where the focus will be to improve their problem solving and numeracy skills. There will also be Mathematics after school Prep Program twice a week from 3:15pm-5:15pm. Our teachers will receive professional development from AUSSIE and they will also work with Lucy West four times out of the school year. Teachers will also infuse the CCLS into their practice and lessons in order to elevate the level of their teaching. Students will be assessed every 3-4 weeks and the teachers will analyze their work and adjust their plans during their weekly common planning meetings.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our Mathematics cluster teacher will host Family Math Night twice during the school year so that parents can learn more about the Everyday Mathematics Curriculum, CCLS and the NYS Standards. Workshops will also be held to familiarize the parents with the questions and format of the NYS Mathematics Exam and ways to support their children outside of school. In addition, parents will be able to observe Mathematics instruction in their child's classroom during Morning Drop-off.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Currently 99% of our teachers are highly qualified. When hiring teachers, we solicit teachers that hold the appropriate license for the position. For teachers that are not highly qualified we offer them the opportunities to take courses in order to fulfill the requirements for the license needed. In order to retain our teachers we believe that supporting them in growing professionally is paramount. All teachers are afforded the opportunity to attend professional development in their specialty areas as well as areas where their need improvement. Professional development is provided for all teachers in the areas of literacy and Mathematics via Teachers College and AUSSIE respectively. Professional development series and workshops provided by our Network along the lines of aligning units to the Common Core Learning Standards affords teachers opportunities to enhance rigorous pedagogical practices and instruction. In addition, our Math Specialist is participating in monthly professional development sessions with Lucy West to advance effective mathematics instruction and practices.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our students participate in School wide Enrichment Clubs once a week. They are exposed to activities such as Chess, cooking and jewelry making. Participation in the clubs requires them to solve problems and apply critical thinking skills; thus strengthening their problem solving and computational skills in Mathematics.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I Fair Student Funding will be used to pay the teachers per session and it will also be used to purchase instructional supplies. Title I SWP funds will be used to pay for AUSSIE staff developers. Lastly, TL Children's First Network funds will be used for per diem to pay for substitutes when the teachers have professional development sessions and inter visitations to other schools.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Our school's attendance rate was 89.7% at the end of the 2010-11 school year. Our goal is for our school's attendance rate to increase by 3%, making our attendance rate 92% by June 2012.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After reviewing our attendance data for the 2010-11 school year, our end of year percentage was 89.7%. We are working towards increasing our attendance rate to 95% which is the average for NYC, but at the end of this school year, our goal is for our attendance rate to be 92%.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Our Attendance Committee will monitor our students' attendance on a daily basis using various ATS reports. Each member of the committee will be assigned a grade and their responsibilities will include, but not be limited to making phone calls to the homes of absent students, conducting home visits and providing support to families whose children are chronically absent. The committee will host monthly perfect attendance assemblies and breakfast to recognize the students and parents who have perfect attendance. Classes with the highest attendance on each grade will be recognized as well as students with improved attendance practices. In addition, the committee will meet weekly with the principal to discuss ways to further support or students and their families and the attendance teacher from our network will be responsible for supporting the teams efforts and will also assist in investigating and closing out 407's.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our school's motto is that "Everyday Counts!" Our parents will attend attendance workshops during the school year, conducted by our Parent Coordinator and representatives from Learning Leaders and Resources for Children. Parents will also be provided with information regarding asthma and ways to protect their children during the winter months-which is when our attendance rate is the lowest. Our parent coordinator also attends workshops and professional development facilitated by our Network to support our parent outreach and engagement efforts focused on topics such as Special Education reforms, Common Core Learning Standards and attendance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Currently 99% of our teachers are highly qualified. When hiring teachers, we solicit teachers that hold the appropriate license for the position. For teachers that are not highly qualified we offer them the opportunities to take courses in order to fulfill the requirements for the license needed. In order to retain our teachers we believe that supporting them in growing professionally is paramount. All teachers are afforded the opportunity to attend professional development in their specialty areas as well as areas where their need improvement. Professional development is provided for all teachers in the areas of literacy and Mathematics via Teachers College and AUSSIE respectively.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our partnerships with Learning Leaders and Resources for Children will provide us with additional resources to help us support our families in getting them to understand the importance of their children attending school every day. These organizations will also provide families with preventive services that will support them in ensuring that their child is in school daily.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I SWP parent involvement funds (1%) will be used to buy incentives for the students and breakfast for the families who attend the monthly assemblies.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve all teacher's pedagogical practices and performance by using the Charlotte Danielson Rubric to evaluate performance and give meaningful feedback.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The administration realized that teachers need ongoing specific feedback regarding their practices and performance in addition to formal observations, so the Danielson Framework addresses this need in a detailed manner. Administrators will use the Danielson framework to assess teachers' performance and provide timely feedback in the various domains.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

September 2011-June 2012

The teachers will meet to discuss the various components and agree on the common language to evaluate themselves. They will assess themselves and create professional goals aligned with the components. They will also create professional growth action plans around one of the goals that they need to work on in order to improve their instructional goals and raise student achievement. School leaders will give teachers meaningful and timely feedback from the informal observations and schedule follow up sessions so that next steps can be monitored. Teachers will visit other classes in the school and other schools to observe best practices.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Teachers will host workshops in the content areas to increase our parents understanding of the curriculum, CCLS and the NYS Standards. Parents will be able to observe lesson during our Morning Drop-off sessions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Currently 99% of our teachers are highly qualified. When hiring teachers, we solicit teachers that hold the appropriate license for the position. For teachers that are

not highly qualified we offer them the opportunities to take courses in order to fulfill the requirements for the license needed. In order to retain our teachers we believe that supporting them in growing professionally is paramount. All teachers are afforded the opportunity to attend professional development in their specialty areas as well as areas where their need improvement. Professional development is provided for all teachers in the areas of literacy and Mathematics via Teachers College and AUSSIE respectively.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our teachers are afforded the opportunity to be part of the Teachers College Reading and Writing Project. They receive support in the areas of teaching Reading and Writing and they also receive individualized feedback regarding their delivery of instruction and planning of lessons.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

TL Children First Network funds for per diem will be needed for substitutes when teachers visit other schools to observe best practices.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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			N/A	N/A				
1	45	48	N/A	N/A				
2	40	54	N/A	N/A	3			
3	32	51	N/A	N/A	4		5	
4	34	51	51	51	4		2	
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	ELA Academic Intervention Services are provided during small group instruction with guided reading programs: Literacy by Design and Leveled Literacy Intervention. The Literacy Block includes an AIS period scheduled Monday-Friday when a specialist teacher pushes-in and provides additional guided instruction to small groups. In addition, specialists have scheduled intervention periods to provide literacy instruction with the program Leveled Literacy Intervention to small groups in Grades 2-3. Intervention is also provided during extended time 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 to students in 3rd and 4th grades.
Mathematics	Mathematics intervention services are provided one-to-one and in small groups when teachers differentiates instruction during Everyday Mathematics instructional block. Students also receive intervention during Guided Math instruction delivered by classroom teacher. Students are also scheduled for a period of Math Enrichment every week with Math Specialist. Intervention services are also provided during extended time 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 to students in 3rd and 4th grades.
Science	Science Academic Intervention Services are provided to students during small group instruction guided by classroom teacher using materials and resources provided by FOSS and Delta instructional resources. In addition, 4th Grade students are scheduled for two periods of Science Enrichment with Science specialist.
Social Studies	Social Studies intervention is provided to students in small groups guided by classroom teacher using materials and teacher resources provided by Houghton Mifflin Harcourt Social Studies: New York City program.
At-risk Services provided by the Guidance Counselor	Guidance Counselor provides one-to-one and small group guidance and counseling sessions to “at risk” students once a week during the school day.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Social Worker provides one-on-one and small group counseling to “at risk” girls in grades 3 and 4 once a week during the school day.

At-risk Health-related Services	N/A
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PS 463X URBAN SCHOLARS COMMUNITY SCHOOL PARENT INVOLVEMENT POLICY

2011-2012

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a strong parent involvement program that will ensure effective involvement of parents and community in our school. Accordingly, PS 463 Urban Scholars Community School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, will implement the following parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep all parents informed by actively involving them in planning and decision-making in support of the education of their children. All parents are encouraged to actively participate on the School Leadership Team and the Parent Teacher Association, as trained volunteers and welcomed members of our school community.

To ensure family engagement and involvement, PS 463 is committed to:

- providing family workshops that will offer materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

The PS 463 Urban Scholars Community School Parent Involvement Policy has been designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained and shared with the school community.

In developing The PS 463 Urban Scholars Community School Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent

Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage the parents who are members of the School Leadership Team and the Parent-Teacher Association, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of this document, the school's Title I Parent Involvement Policy and School-Parent Compact;
- schedule Title I informational meetings to engage parents in discussion and decisions regarding the required Title I set-aside funds which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team and the Parent-Teacher Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will be actively engaged in planning for and facilitating parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to **all** parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office. In addition, Parent Coordinator will maintain and update bulletin board promoting school events and related information;
- schedule and conduct parent workshops facilitated by teachers, administration, support staff and/or consultants on topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide ongoing opportunities for parents to participate in informational sessions to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents, notices and flyers to include a Spanish translation and provide interpretation during meetings (e.g., PTA meetings, Parent Teacher Conferences, workshops) and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities such as our annual Book Fair to promote family literacy and a Community Fair to raise awareness of community based organizations and the support services they provide (e.g., after school and Saturday programs) during events such as our annual Ice Cream Social and Orientation/Open House, Meet the Teacher/Curriculum Night, Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and the Parent-Teacher Association;
- supporting or hosting Family Day events such as the Ice Cream Social Orientation and the PS 463 Annual Family Field Day;
- promoting and hosting school events such as workshops and programs to support engagement of men in asserting leadership in education for their children;
- encouraging more parents to become trained school volunteers by distributing and promoting information on Learning Leaders training sessions and related family literacy/numeracy events;
- providing written progress reports that are distributed monthly to keep parents informed of their children's progress, in addition to providing verbal progress to parents by scheduling appointments or calling parent/guardian;
- developing and distributing a bi-annual school newsletter designed to keep parents informed about school goals, special events and overall student progress;
- providing PS 463 Urban Scholars Community School Home School Communication Folders for regular written communication between teacher/school and the home in a structured format, and to the extent practicable in the languages that parents can understand;

PS 463 URBAN SCHOLARS COMMUNITY SCHOOL SCHOOL-PARENT COMPACT

PS 463 Urban Scholars Community School, in compliance with the Section 1118 of Title I, Part A of the No Child Left behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection

and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have information to access interpretation services in order to effectively communicate with limited English speaking parents (for languages other than Spanish, Parent Coordinator will secure translation/interpretation through NYCDOE Translation and Interpretation Unit);
- notifying parents/guardians of the procedures to arrange an appointment with their child's teacher or other school staff member by including contact information on class newsletter and school notices;
- scheduling and promoting opportunities for parents to participate in workshops and training such as Learning Leaders to volunteer and participate in their child's class, and to observe classroom activities;

- scheduling and promoting activities for parents during the school year, e.g., Parent-Teacher Conferences; Curriculum Night, monthly Morning Drop Offs, family workshops, class celebration and events; school-wide events such as Family Movie Night, Family Field Day and assembly programs.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (sessions will be scheduled during morning and evening times to ensure that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations, the Scholars Oath and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- and always try my best to be a true **SCHOLAR** by following the **SCHOLARS OATH**.

SCHOLARS OATH

S-Self-control
C-Curiosity
H-Honesty
O-On task
L-Learner
A-Attendance
R-Responsible
S-Silent Passing

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Lucius Young	District 12	Borough Bronx	School Number 463
School Name Urban Scholar Community School			

B. Language Allocation Policy Team Composition

Principal Debra Jones	Assistant Principal Ivonne Torres
Coach Martha Fabre	Coach type here
ESL Teacher Belkis Pena	Guidance Counselor Hosea Givan
Teacher/Subject Area Bonnie Ortiz/Math	Parent Regina Jacobs
Teacher/Subject Area type here	Parent Coordinator Denise Pierce
Related Service Provider type here	Other type here
Network Leader Lucius Young	Other type here

C. 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	1	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	257	Total Number of ELLs	37	ELLs as share of total student population (%)	14.40%
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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. 

Students that may possibly be English Language Learners are identified during enrollment process when family completes Home Language Survey (HLIS) which is readily available in the parent/guardian's native language. The completion of the HLIS is overseen by Asst. Principal and ESL teacher. Informal oral interview is conducted by pedagogue (Literacy Coach/ESL Teacher). Within 10 days of the child's initial enrollment and based on a review of the HLIS, students that are required to take the Language Assessment Battery Test are identified. We also review refer to ATS weekly print out of newly enrolled students that are eligible to take the LAB-R based on when home language other than English has been indicated on HLIS. In addition to determining the student's status as an ELL, the results determine a student's proficiency level.

Following a review of LAB-R results and test results on ATS reports, ESL teacher and Asst. Principal determine students eligible for ELL services. Notification of entitlement is forwarded to families and orientation sessions are scheduled. Invididual conferences are scheduled. ESL teacher plans and confers with classroom teacher and to discuss current units of study and discuss student progress. Families are informed of student progress with monthly reports and notices sent to parent/guardians. Parents of ELLs are presented with program choices during enrollment. Spanish translation is readily available and translated documents are accessed for speakers of other languages. Program choices are described and questions regarding services and programs are answered during enrollment/orientation. Orientation sessions are scheduled throughout enrollment period in September and throughout school year for new entrants. Additional information regarding program choices is provided with the distribution of "Guide for Parent of English Language Learners. Families of students whose native language is Spanish for students in grades Kindergarten through Grade 2 select the Dual Language Program.

ELLs eligible for NYSELAT administration is determined by reviewing ATS reports: RLER (Revised LAB/NYSELSAT Eligibility Roster) and REXH (Exam History Report) to ensure that students are tested. NYSESLAT administration is scheduled according to testing calendar dates. Testing Coordinator and Asst. Principal confirm students eligible/required for NYSESLAT administration and scheduling of four modalities is completed. Administration of NYSESLAT components adheres to testing policies: Students are grouped according to grade bands for administration of Listening, Reading and Writing. Speaking component is administered to individual student.

The criteria used to place identified ELL students in ESL instructional programs has been contingent on the number of ELL students that have been identified following a careful review of LAB-R and NYSESLAT results. Communication with families includes distribution of notices that describes programs for ELLs. Placement information is As a new school, we have limited data to review trends in program choices.

6. Programs offered at the school-specifically the Dual Language Program and the Free Standing ESL program are aligned with parent requests. Of the 9 newly enrolled ELLs in Kindergarten, 7 were placed in the Dual Language Program as a result of parent choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	6	4	3											13
Freestanding ESL														
Self-Contained														0
Push-In	2	5	2	10	8									27
Total	8	9	5	10	8	0	0	0	0	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education	5
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	0

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		
TBE											0
Dual Language											0
ESL											0
Total	0	0	0	0	0	0	0	0	0	0	0

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
Other														0
TOTAL	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	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP
Spanish	7	11	4	13	3	14													14	38
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	7	11	4	13	3	14	0	14	38											

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

**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
TOTAL	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: 44

Native American: 0

White (Non-Hispanic/Latino):

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	2	3	3	7	8									23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2	1										3
TOTAL	2	3	5	9	8	0	0	0	0	0	0	0	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

PS 463 offers a Dual Language Program in grades Kindergarten through Grade 2. In addition, we have Free Standing ESL Program for ELLs in Kindergarten through Grade 4 which is a combined pull out and push in program instructed by ESL teacher. Ms. Belkis Pena. Ms. Pena forms groups based on language proficiency, grade level and academic needs of ELLs. ELLs receive ESL instructional periods as per CR Part 154. Groups are heterogenous with mixed levels of proficiency.

The mandated amount of ESL instructional minutes is provided by ESL teacher.

The Kindergarten, Grades 1 and 2 classes of the dual language program class follow a self-contained 50:50 model: Teachers in the dual language program teach in both languages and plan to ensure that Spanish and English are equally distributed across content areas. Two and a half days of each week is Program model adheres to ensuring that instructional time is equally divided between the two languages at each grade level. The use of both languages for instruction is clearly defined to support the development of oral and written language fluency and content area knowledge. All mandated ESL, ELA and NL instruction for dual language students is provided daily by dual language classroom teachers. Dual Language program teachers are certified.

Balanced literacy program (e.g., shared reading, read aloud, interactive writing, etc.) is delivered in both languages to ensure program Dual language classrooms have libraries to support language and literacy development in both languages (Spanish and English) with leveled text and a range of books in genres to support units of study. Everyday Mathematics, Science and Social Studies teacher resources and student materials are also in Spanish and English) to support content and second language development. Curriculum maps provide teachers with an overview of essential questions, unit goals and teaching points which dual language program teachers in turn use as a guide to plan for delivery of instruction in both languages. Teaching resources and student materials in both languages are identified and unit lesson plans are developed. All content areas are taught in both languages.

Instruction is differentiated for ELL subgroups: ESL teacher services ELLs via push in or pull out instruction. Instruction through ESL methodologies and practices scaffold instruction in balanced literacy components such as guided reading, reading and writing workshop and shared reading. During push in services, ESL teacher plans for guided instruction to build student's background knowledge, vocabulary and support English language and literacy development.

PS 463 currently has one SIFE student that entered our school as a 3rd grade student. Our instructional plan for SIFE students includes scaffolding instruction during literacy with additional teacher support during literacy block. We also provide small group instruction during extended time sessions to support SIFE student with additional practice and guidance with materials and resources such as Vocabulary.

ELLs with less than 3 years receive instruction based on language and academic needs. English language and literacy development is

A. Programming and Scheduling Information

advanced through activities that promote phonics and early reading strategies. ELLs students are matched to leveled text and provided with guided reading and writing instruction to promote development of reading and comprehension skills. In addition to instructional support provided by classroom teacher during literacy block, ESL teacher and intervention staff provide SIFE student with additional intervention during AIS period (8:45-9:30 a.m.) Mondays-Fridays, additional intervention periods on Tuesdays and Wednesday and extended day program (PS 463 Prep Program) which begins mid-October 2011 through May 2012.

English language learners identified as having special needs are provided with instructional support based on teacher recommendation and a review of student work/data. PS 463 currently has 6 ELLs in self-contained or Integrated Co-Teaching classes. In addition, there are 2 students with special needs in our dual language program. ELLs who have special needs are provided with individual or small group guidance during reading and writing workshop when teacher meets to confer or with a small group for guided practice. Scaffolds such as a range of paper choice, graphic organizers, and matching readers with text at their independent reading level with guidance on a reading skill or strategy provides ELLs with language and literacy development support.

For ELLs in US schools less than three years, Ms. Pena work closely with the classroom teacher and plan 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. Long-term ELLs are provided with support based on proficiency level and factors such as independent reading levels and an analysis of student work to establish goals in reading, writing and mathematics. Instruction is planned to address individual student needs: ELLs are provided with guidance through instructional practices that develop phonics, fluency and development of writing based on a review of assessments such as on-demand writing samples and reading assessments such as spelling inventories, sight words, and reading assessments.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

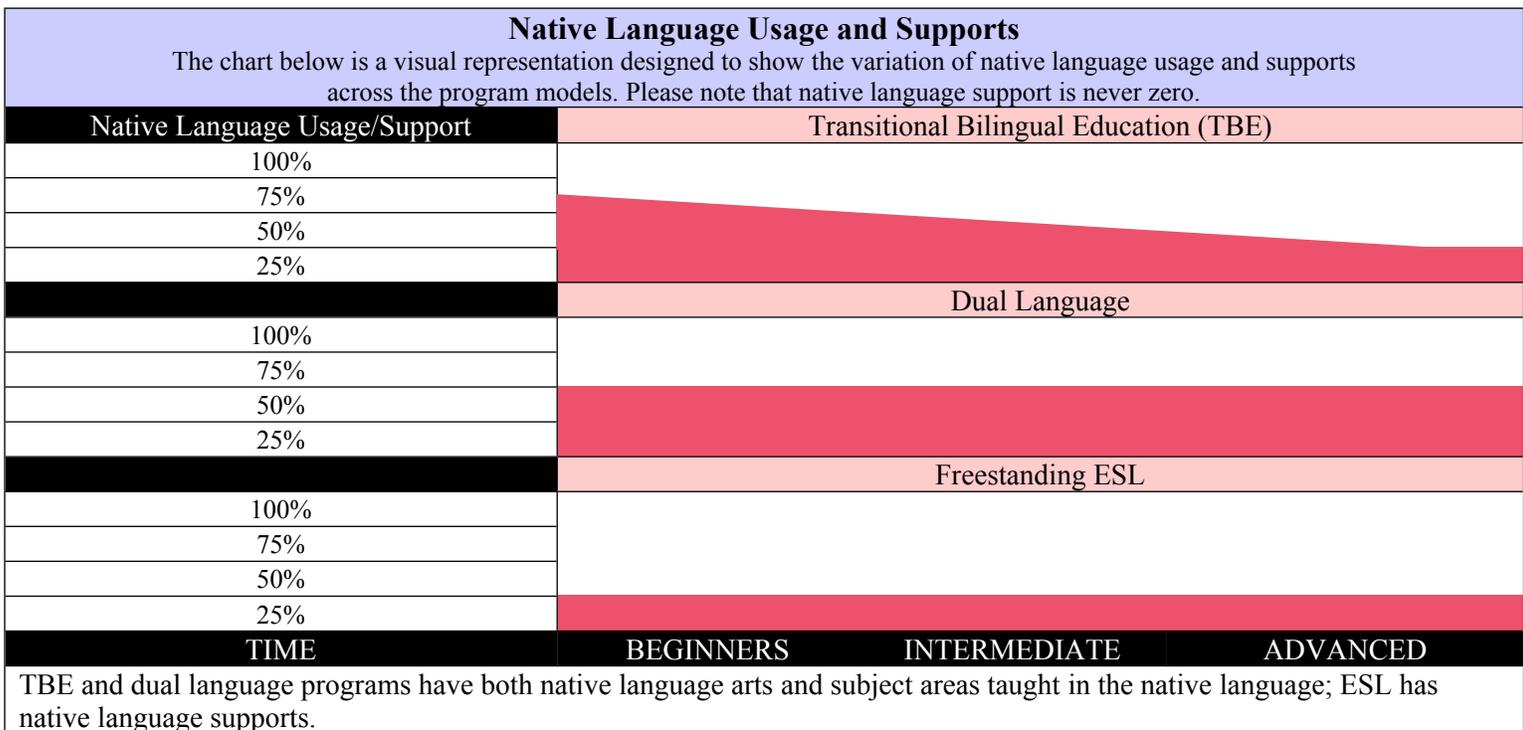
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

	Beginning	Intermediate	Advanced
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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
FOR TBE /DL PROGRAMS: 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			
	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Targeted interventions programs for ELLs in literacy includes instruction in programs such as "Foundations" phonics, Leveled Literacy Intervention and Words their Way to enhance development of phonemic awareness, phonics, decoding and fluency. Through instructional

B. Programming and Scheduling Information--Continued

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

Targeted interventions programs for ELLs in literacy includes instruction in programs such as "Foundations" phonics, Leveled Literacy Intervention and Words their Way to advance development of phonemic awareness, phonics, decoding and fluency. Through instructional practices such as conferring, small group instruction and mini-lessons, planning and instruction is targeted to address students with specific learning or language needs. Students are assessed using program assessment benchmarks (unit tests, running records, etc.) to identify student need and monitor progress towards grade benchmarks and determine student goals and next steps. Targeted mathematics intervention includes guided math group lessons and implementing intervention strategies detailed in Everyday Mathematics guides. Additional teaching and learning resources includes "Targeted Reading Intervention" and Leveled Literacy Intervention program components. Specialists participated in a two day professional development on Leveled Literacy Intervention program implementation during Spring 2011 and have begun delivering program to select ELLs.

English language learners in grades 2-3 are targeted during our AIS block: 45 minutes of daily, small group instruction when additional instructional support is provided by teacher pushing into classes. During this time, guided instruction is provided based on student's level of proficiency and reading level. PS 463 has also implemented an instructional program for Newcomers to support students transition regularly ensures continuity of instruction and language development.

7. A Grade 3 Dual Language class will be added September 2012.

8. No programs will be discontinued.

9. Continuing transitional support for ELLs reaching proficiency on NYSESLAT is provided to student to ensure that students demonstrates gains towards meeting standards. The level is supported is determined by examining student work and results of assessments such as running records, spelling inventories and writing samples. ELLs reaching proficiency also participate in all extended day programs. In addition, students are provided with differentiated instruction during small group instruction.

10. We are exploring use of technology and will pilot programs this year for ELL support with software programs that will provide students with additional guidance and practice based on proficiency level. ELLs will be encouraged to access programs as part of daily and weekend assignments.

11. No programs will be discontinued.

12. ELLs are afforded equal access to all school programs including extended day programs, SchoolWide Enrichment Model groups, integrated co-teaching, self-contained classes and related services.

13. New ELLs are invited to August-September Open House and Orientation Events. At this time, families and students have the opportunity to meet with classroom teachers and the ESL teacher. During these events, PS 463 also emphasizes support available to families such as on-site, district and city-wide workshops and programs that provide parent/guardian with academic support.

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

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.

Rigorous professional learning in the field of literacy and curriculum planning will be directly tied to academic improvements for English language learners at PS 463 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. ELL personnel will be afforded with opportunities to participate 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. Our ESL teacher will attend professional development and workshops offered by Office of English Language Learners, BETAC and Teachers College Reading and Writing Project to promote learning and application of current methodologies and practices.

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.

2. PS 463 will provide staff with support such as identifying procedures and expectations of to assist ELLs as they prepare to transition to middle schools. We will schedule middle school orientation sessions during spring to inform families, with a special focus on parents of ELLs on middle school choice and application process.

3. PS 463 staff participates in professional development sessions on best practices for ELLs offered by Teachers College Reading and Writing Project, Office of English Language Learners and other consultants/providers. Participants must turn key information during weekly professional development sessions on Monday afternoons or during common grade prep meetings to ensure compliance.

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?

1. Parental involvement is essential to our ELLs success. We provide families with opportunities to visit classrooms and the school during Morning Drop Off and weekly "Coffee and Conversation" sessions. We have partnered with Community Based Organizations such as Learning Leaders and Literacy Partners to support us in our outreach efforts to parents of ELLs. Learning Leaders workshops are translated to provide parents with guidance and support in understanding literacy and numeracy development in early childhood. This year we will also partner with New York Cares year long programs to offer families ESL classes and family literacy support.

3. Families are asked to provide feedback following scheduled events such as workshops, PTA meetings and other family programs. Feedback is collected and reviewed by school administration, teachers and Parent Coordinator to provide insights into decision making of school needs. Summer pre-planning sessions were held with parents and teachers to identify school goals and how to ensure that PS 463 achieves goals.

School brochure, program flyers and notice will be updated to include information on services and programs for ELLs: Dual Language Program flyer will inform school community of expansion of program to Grade Two. Family workshops and orientation sessions will promote the benefits of being bilingual. Resources from Center for Applied Linguistics and NYCDOE Office of English Language Learners will be distributed and displayed on bulletin board to keep families informed of programs for ELLs. Family events that connect home and school (such as Morning Drop-Off Classroom Visits), and more importantly, ongoing events related to programs for ELLs (e.g. assemblies, class presentations, etc.) will be scheduled throughout school year. Family workshops are scheduled throughout the month and are scheduled alongside PTA meetings and other home-school events to increase participation. Outreach includes translated flyers and notices to inform families of school events. We also rely on the automated "School Messenger" system that we program with announcements (also translated) to call homes informing them of upcoming scheduled school events. Monthly class newsletters are also sent home with news and information regarding class events such as publishing celebrations and projects, in addition, newsletters include reminders about monthly PTA meetings and events such as "Perfect Attendance" and "Scholar of the Month" program assemblies.

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Monthly progress reports are completed and sent home every month with information regarding students' performance and suggestions on how to support student at home. Progress reports are translated into Spanish and include a section for parent feedback and comments. Teachers are sure to provide feedback to administration, Parent Coordinator and PTA for follow up.

We will 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 through Outreach and family engagement will be achieved with events such as orientation sessions, Open House, 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. Guided discussions on topics and themes generated through survey, feedback or current events are facilitated by a PTA member, Principal or Asst. Principal. Translations 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.

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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)	5	2	1	1										9
Intermediate(I)	2	2	3	2										9
Advanced (A)	5	2	6	6										19
Total	12	6	10	9	0	0	0	0	0	0	0	0	0	37

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3	1	3		2				9
4									0

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1.To assess the early literacy skills of ELLS assessment tools such as TCRWP Reading Assessments, ECLAS-2 and EL SOL are administered during assessment cycles. Spelling inventories are administered and analyzed to determine stage of spelling development and plan for small group instruction. In addition, this year PS 463 will also administer the WRAP assessment tool to students in the Dual Language program. Assessment results are used to plan instruction, form small groups for guided instruction, identify struggling students to develop intervention plan. All students English proficient students and ELLs in the dual language program are assessed in the second language-Spanish.

A review of NYSESLAT modalities reveals that students in Grades 2 and 3 are showing steady gains in Listening/Speaking and as students progress through grade levels there is an increase in number of student Advanced and Proficient levels. Reading/Writing results also showed improvements with students in Grades 1-3.

3. Based on results of the Spring 2011 NYSESLAT, a focus of support will be required in the areas of reading and writing. PS 463 is piloting use of "6+1 Writing Traits" as a teaching and learning guide to support student's writing development, special focus will include writing development of ELLS. ELLs will be supported with programs such as Step Up to Writing and small group guided instruction during the instructional day and extended time sessions to provide students with multiple opportunities to practice and master reading and writing strategies.

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. PS 463 will also pilot use of WRAP assessment to gain additional data on EPs performance in target language. In addition, teachers monitor student reading level progress when they administer running records with Spanish texts.

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 both languages are collected are reviewed for alignment to Common Core standards based rubrics. Program success is also measured by results of performance levels of ELLs on NYSESLAT, ACUITY, and ELA in addition to other content area assessments (unit test, projects, etc.).

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.

Paste additional information here

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)									
Chinese Reading Test									

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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.

Paste additional information here

Part VI: LAP Assurances

School Name: PS 463

School DBN: 12X463

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Jones	Principal		1/1/01
Ivonne Torres	Assistant Principal		1/1/01
Denise Pierce	Parent Coordinator		1/1/01
Belkis Pena	ESL Teacher		1/1/01
Regina Jacobs	Parent		1/1/01
Bonnie Ortiz	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Martha Fabre	Coach		1/1/01
	Coach		1/1/01
Hosea Givan	Guidance Counselor		1/1/01
Lucius Young	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 12X463 **School Name:** Urban Scholars Community School

Cluster: 408 **Network:** Lucius Young

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 conduct a preliminary assessment of the school's written translation and oral 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 and to indicate language they would like to receive school notices. ATS reports RPOB and RHLA are also reviewed to update translation and interpretation needs of school.

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 RHLA and RPOB, Spanish language is the language with the highest number of families that have identified speaking a language other than English. The school's written translation and oral interpretation findings and needs are reported to the school community at staff conferences, PTA meetings, posted announcements and in the Parental Involvement section of the school's Language Allocation Policy.

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 written translation services are provided by staff members (e.g., Asst. Principal, teachers, support staff) who have been identified as appropriate to translate and proofread written translations. All school notices, flyers, letters and documents that are distributed and sent home include a Spanish translation. For languages other than Spanish, we will contact the Translation and Interpretation Unit of the NYCDOE to secure services.

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 services are readily provided for Spanish language. We also have a number of parent volunteers that provide interpretation at PTA meetings, family workshops and at Parent Teacher Conferences.

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 translation and interpretation services to all families requiring language assistance. We will provide timely translation of documents in Spanish. Spanish interpretation services will be readily provided to ensure communication with teachers, guidance counselors and other school staff regarding critical information about their child's education. When we are unable to provide translation, we will provide a notice indicating how a parent/guardian may request free translation or interpretation of documents. The Translation and Interpretation Unit of the NYCDOE will be contacted to provide information such as vendors or equipment that addresses the language needs of parents at our school.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 463 Urban Scholars Comm. Sc	DBN: 12X463
Cluster Leader:	Network Leader: Lucius Young
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 18 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

PS 463 Urban Scholars Community School will provide English Language Learners in Grades 3 and 4 with supplemental instructional services on Tuesdays and Wednesdays in an extended day program. The extended day program has been scheduled from October 2011 through April 2012 to provide ELLs with the additional guidance to promote high academic achievement in math and English language arts. The language of instruction will be English with activities that will support language and literacy development.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rigorous professional learning will be directly tied to academic improvements for English language learners at PS 463 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.

PS 463 will engage all teachers of ELLs in professional development to advance their knowledge of instructional models that accelerate language and academic learning. Professional development themes will include training on diagnostic assessments and, more specifically, the models that support and provide scaffolds to support ELLs making gains towards meeting Common Core State Standards.

Title III will provide the funds to continue partnering with professional development providers such as Teachers College Reading and Writing Project to further our knowledge of best practices and effective strategies for ELLs. PS 463 teachers will also participate in NYCDOE Office of ELLs Institutes. Title III funds will provide teachers with professional development covering topics such literacy and language development and assessments, analysis of student data and implications for instructional planning. Our focus will be to identify the instructional programs and approaches, more specifically, improve teaching practices that will accelerate language and academic learning for ELLs.

Rigorous professional learning in the field of literacy and curriculum planning will be directly tied to academic improvements for ELLs at Urban Scholars Community School. We will offer expanded support

Part C: Professional Development

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.

????

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Title III funds will be used to expand systems to outreach, engage and inform families about programs and resources to improve ELLs success in all content areas. Outreach efforts will include the installation of message boards at various locations on the school grounds to display school announcements, specifically translated notices and flyers of school family events to encourage and increase their participation in the academic lives of their children. Title III funds will also be used to purchase items such as a display rack and bookshelves to store and display resources (e.g., reference books, bilingual dictionaries) to support family participation in academic areas.

Engagement activities will include family literacy (Family Readathons and Book Clubs) and mathematics events (Family Math Night) to showcase and share ways family members can engage students in activities at home. This initiative will support PS 463 in strengthening its partnership with families of ELLs. Parent workshops will be scheduled throughout the school year with interpreters of represented languages readily available to ensure family engagement. Families of ELLs will also be invited to share areas of interests and comments on a brief survey to generate ongoing topics and themes for future events.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		