



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: URBAN SCHOLARS COMMUNITY SCHOOL

DBN: 12X463

PRINCIPAL: DEBRA JONES

EMAIL: DJONES51@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 School Comprehensive Educational Plan (SCEP), 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 SCEP 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	
Kyeatta Hendricks	*UFT Chapter Leader or Designee	
Kanakia Miller	*PA/PTA President or Designated Co-President	
Kim Frazier	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sabrina Serio	Member/UFT	
Natasha King	Member/Parent	
Melodie Garcia	Member/Parent	
Alice Lorenzo	Member/DC37	
Sonya Nugent	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Univ. Pre-K

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Priority/Focus money will be used as per session funds for the teachers to participate in professional development sessions after school and to provide additional instruction to students in grades 3-5 twice a week after school and on Saturday. Title I Priority/Focus funds will also be used to purchase supplemental instructional materials for students in grades 3-5. Title I SWP and Universal Pre-K funds will be used to pay for Teachers College and Aussie professional development.

Per Session - \$12,777

Textbooks - \$9,325

Teachers College P.D. -\$16,095/\$13,375

Aussie-Title I SWP-\$17,250

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation: Quality Review 2011-12 (Page 5)

The school is integrating the Common Core Learning Standards (CCLS) to the English language arts (ELA) and math curricula so that students are engaged in rigorous tasks and high order thinking. Teachers plan and develop academic tasks for a variety of students, but in many classes, students with special needs and ELL's are not cognitively engaged. Some students when questioned indicated they did not know what was expected of them during a lesson. Tasks that require high levels of thinking are not consistent across all grades. In several classes including ELL students, academic vocabulary, expected learning outcomes, and questioning, did not lead to high levels of student work products. As a result, the achievement gap among diverse student groups is widening, as some students are not sufficiently cognitively engaged in their learning.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

Teachers will align curriculum maps to the CCLS in English Language Arts and Mathematics and embed rigorous tasks to address the needs of all learners.

Instructional strategies/activities

Strategy: Teachers will use various literacy and Mathematics resources to develop curriculum maps that are aligned to the CCLS. Embedded tasks will improve the students' critical thinking skills and help to deepen their understanding about the content being taught.

Activity: Teachers meet during weekly grade meetings and after school to create curriculum maps and embed higher order thinking tasks to elevate their students' literacy and Mathematics skills.

Key Personnel: Grade leaders as well as staff developers from Aussie and Teachers College will provide teachers with additional resources and guidance on how to create higher order thinking tasks and align them to the CCLS. Administration will meet with grade level teams to review maps and provide feedback.

Target: Literacy, Mathematics and Science Curriculum maps aligned to the CCLS will be completed for grades PreK-5 by June 2013.

Timeline: Curriculum maps will be reviewed prior to the beginning of each module, administrators will give feedback to teachers and revisions will be made if needed.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: ARRA RTTT funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TL FSF and ARRA RTTT funds will be used as per session funds for teachers to create the maps after school twice a week.

Per Session –TL FSF- \$5,193

Per Session –ARRA RTTT- \$6,100

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation: Quality Review 2011-2012- (Page 5)

Across classrooms questioning does not lead to high levels of student engagement in discussions within groups or with partners. Many students are engaged, but the levels of work and tasks are not rigorous. In some classes students were asked to discuss with a partner, however many groups of students did not engage in answering the question posed by the teacher. Questioning by teachers did not allow for sufficient checks for understanding during lessons, and as a result, teachers are not aware that some students are not engaged in learning. Consequently, this leads to uneven levels of thinking, work products, and student improvement.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

To increase the levels of student engagement and inquiry, teachers will develop effective questioning strategies that will facilitate students' discussions and deepen their conceptual understanding and knowledge.

Instructional strategies/activities

Strategy: Teachers will administer Performance Based Assessments and analyze the results from the pre-assessment to identify instructional implications. They will also embed questions in their lesson plans that will facilitate student discussions.

Activity: During weekly grade meetings and teacher team meetings teachers will analyze student responses from the performance based assessments and develop lessons to meet the students' needs. Teachers will create questions that will lead to their students formulating their own questions and having discourse about a given topic.

Key Personnel: Grade leaders, Literacy Coach, Math specialist, Network point person and consultants from Aussie and Teachers College will support teachers in creating higher-order thinking questions and provide them with feedback through informal observations using the Danielson Framework.

Target: By June 2013 all teachers will receive a minimum of three informal observations. Oral and written feedback as well as next steps related to competency 3B of the Danielson Framework will be given following the observation. Written feedback will be given via the iObservation tool.

Timeline: Monthly professional development sessions will be held to support teachers in becoming either effective or highly effective in the area of questioning and discussion techniques. Teachers will use Bloom's Taxonomy to create higher order thinking questions. Lesson plans will be reviewed by the administration in order to provide feedback to the teachers about the types of questions that they are embedding in their lesson plans.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Priority/Focus money will be used as per session funds for teachers to participate in professional development after school and develop modules with higher order thinking questions.

Per Session - \$16,711

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation –Learning Environment Survey 2011-12 (Safety and Respect-Teacher response)

32% of the teachers stated that order and discipline are not maintained at our school.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

The staff will create and utilize a school-wide positive behavior management plan in order to support our students’ social and emotional well-being; thus creating an environment where there are minimal conflicts and disruptions.

Instructional strategies/activities

Strategy: The staff will create and implement a school-wide positive behavior management plan in order to foster student ownership of their actions accompanied by rewards and consequences. Student behavior will be monitored by members of the school community and students will be rewarded for following the school rules.

Activity: Every month teachers will submit the names of students to be acknowledged as student of the month during the assembly program and in addition every week a student will be identified as student of the week. Monthly Town Hall meetings will be held to discuss the character trait of the month and highlight students who have exhibited examples of the trait.

Key Personnel: The guidance counselor will facilitate the town hall meetings and the family worker will facilitate the student of the month assembly program. Teachers, school aides and educational assistants will monitor student behavior and reward students based on the point system documented in the plan.

Targets: The percentage of teachers on the Learning Environment Survey that feel that order and discipline are not maintained at our school will decrease from 32% to 22%.

Timeline: September 2012-June 2013 teachers will monitor student behavior and make any suggestions to how the plan can be revised.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Title I SWP funding

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I SWP funds and Title I Priority Focus Funds will be used to purchase rewards and incentives for students. Title I 1% will be used for monthly parent breakfast to honor parents/guardians of students who are identified as student of the month.

Title I SWP-\$3,219

Title I Priority/Focus-\$3,152

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation:

The parents/guardians of our students have not been active in helping to improve our school community. We have realized that we need to provide them with various opportunities each month to collaborate with the members of the school community.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- 6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

To strengthen the home/school partnership by providing the opportunities for families to give frequent input, feedback and suggestions to improve our school's success.

Strategies to increase parental involvement and engagement

Strategy: The administration, teachers, parent coordinator, family worker, P.A. and School Leadership Team will meet to discuss ways to improve parental engagement. Meaningful activities will be built into the monthly calendar and facilitated by various members of the school community.

Activity: Every month the principal will have Coffee and Conversation with the parents, parents will attend Parent Academy Workshops with the Parent Coordinator, Teachers will host Family Movie Night every month and Family Literacy and Math Night 3 times a year. Parents/Guardians will be invited to co-facilitate Cook Shop sessions with their child's teacher and attend Morning Drop-Off sessions once a month.

Key Personnel: The parent coordinator will work with the PA and Network Point to identify and contact Community Based Organizations to bring other programs and initiatives into the school.

Targets: The school will have a minimum of three family workshops a month from September 2012-June 2013.

Timeline: The administration, teachers, parent coordinator, family worker, P.A. and School Leadership Team will meet monthly to review the attendance of the monthly workshops and discuss ways to increase the attendance.

Budget and resource alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Priority/Focus money will be used to purchase supplies, incentives and refreshments for the parent workshops.

Parent Engagement-\$3,152

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	ELA Academic Intervention Services are provided during small group instruction with guided reading programs: Literacy by Design (Grades K-5) and Leveled Literacy Intervention (Grades 2-4).	ELA academic intervention services are provided one-to-one tutoring during small group instruction.	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 2-5. Intervention is 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 2 hours to students in 3rd through 5th grades. In addition, service is provided during Saturday program scheduled for 3 hours to students in 3rd through 5th grades.
Mathematics	Students 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.	Mathematics intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during Mathematics instructional block.	Intervention services are 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 2 hours to students in 3rd through 5th grades. In addition, service is provided during Saturday program scheduled for 3 hours to students in 3rd through 5th 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.	Science academic intervention services are provided during small group instruction. In addition, Grade 4 students are scheduled for two periods of Science Enrichment with Science specialist weekly.	Intervention services are provided during content area literacy instruction and during science instruction.
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.	Intervention service is provided in small groups guided by classroom teacher using materials and teacher resources provided by Houghton Mifflin Harcourt Social Studies: New York City program	Social Studies intervention is provided during content area literacy instruction and during Social Studies instruction.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor provides one-to-one and small group guidance and counseling sessions to “at risk” students.	One-to-one and small group guidance and counseling sessions	Group guidance and counseling sessions are scheduled once a week or as needed.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is 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 they need improvement. Professional development is provided for all teachers in the areas of literacy and Mathematics via Teachers College and AUSSIE respectively.

In addition to the professional development provided, our teachers are supported by their grade leaders and have the opportunity to meet and plan with them daily during their common preparation period. New teachers are supported by an in-house mentor and they meet a minimum of two periods a week (during school and after-school).

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PS 463X
Urban Scholars Community School
1180 Tinton Ave.
Bronx, NY 10456
Tel. 718.842.8133 Fax: 718.842.8442

"Shared Vision, Shared Goals, Shared Success"



Mrs. Debra Jones, Principal

Ms. Ivonne Torres, Asst. Princ

PS 463 Parental Involvement Policy

We, the administrators, staff and teachers of P.S. 463, strongly believe that teaching is a shared responsibility to be fulfilled between the parents and the school, with the parents being the child's first and most enduring teachers. We also acknowledge the decades of research showing that students' academic success, self-esteem and general perspective on education, life and the world are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

With that being said, P.S. 463 is keenly aware that in order to provide our students with an environment which will enable them to reach their fullest potential and foster in them a love of learning and education, it must institute and consistently maintain systems, programs and policies which allows the parents, school and community to function as full partners. It is only by recognizing the need for such a partnership and devising a plan satisfying its creation and fulfillment that P.S. 463 will be able to achieve its commitment to its students. With a reciprocal, mutually respectful and trusting relationship with the parents of its students, as well as with the community at large being the key to facilitating and maintaining active parental involvement, P.S. 463 commits to:

- 1. Planning, implementing, assessing and, as necessary, revising effective parent involvement activities aimed at improving student academic achievement and school performance;*
- 2. Building the school's and the parent's capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;*

3. *Encouraging parental involvement in the planning stages of parental programs and activities as regulated by the Title 1 and No Child Left Behind legislation. This will include convening an annual meeting to:*
 - a. *Explain to parents the requirements of these laws in simple, direct and understandable terms;*
 - b. *Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely fashion, in the planning, review, improvement and revision of such programs as mandated by law and regulation.*
 - c. *Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.*
4. *Informing and explain to the parents the Common Core Learning Standards that their children must meet and how their progress is measured;*
5. *Providing the parents with materials to help their children at home;*
6. *Informing the parents of any child care and transportation services available so that they can participate in school events;*
7. *Inform the parents of any community resources which may be of use or interest to them;*
8. *Including in its Parental Involvement Policy a School-Parent Compact, a document that describes the rights, responsibilities and commitments of the parents, the children and the school.*

P.S. 463 shall accomplish these goals through the following means:

1. By holding regular meetings at various times during the school year where parents will be able to gain information, voice their opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:

- a. *Monthly PTA meetings*
- b. *Monthly School Leadership Team Meetings (Twice a month)*
- c. *Monthly Coffee and Conversation with the Principal*

2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication will be provided in alternative languages and shall stress the importance of communication between the teachers and parents through:

- a. *Regular attendance at parent-teacher conferences;*
- b. *Monthly reports distributed to parents on their child's progress*
- c. *Reasonable access to staff, opportunities to volunteer in our school and observe classroom activities.*

3. Providing parents with a copy of this Parent Involvement Policy and the School-Parent Compact.

Our school's parental involvement policy annual review will take place in May 2013.

PS 463X
Urban Scholars Community School
1180 Tinton Ave.
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Tel. 718.842.8133 Fax: 718.842.8442

“Shared Vision, Shared Goals, Shared Success*”



Mrs. Debra Jones, Principal

Ms. Ivonne Torres, Asst. Princ

PS 463X School-Parent Compact

PS 463X and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-2013 and will be reviewed May 2013.

School Responsibilities

PS 463X will:

1. *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:*
 - *Recruit and hire highly qualified, certified teachers;*
 - *Provide ongoing professional development in areas such as academic intervention, and support for English language learners and students with special needs;*
 - *Offer extended-day and Saturday programs to students in Grades 3-5 to improve their literacy and mathematics skills;*
 - *Provide academic intervention services throughout the instructional day and an additional 50 minutes of instruction two days a week during extended time sessions.*

2. *Hold parent-teacher conferences twice during the school year to give parents the opportunity to discuss their child's strengths, areas of need, their learning goals and academic progress.*
 - *Parent-Teacher conferences are held every November and March.*
 - *Conferences are scheduled during January and February to discuss Promotion in Doubt status*
3. *Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:*
 - *Progress reports are distributed to parents monthly*
 - *Class newsletters distributed monthly*
4. *Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:*
 - *Meetings with staff can be scheduled by calling or sending notes to the school and setting up appointments throughout the school year.*
5. *Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:*
 - *Parent Workshops*
 - *Monthly Classroom visits*
 - *Class writing publication celebrations*
 - *Special project presentations*
 - *Assembly programs*
 - *Learning Leaders in classrooms assisting with activities and trips.*
6. *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
7. *Hold an annual meeting to inform parents of the school's participation in Title I programs, and to explain the Title I requirements, and the right of parents to be involved in Title I programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I programs and will encourage them to attend.*
8. *Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.*
9. *Provide to parents of participating children information in a timely manner about Title I programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*

10. *On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.*
11. *Provide to each parent an individual student report about the performance of their child on Teacher's College Assessment, Acuity Periodic Assessment (Grades 3-5) and Performance Based Assessments.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Making sure that my child comes to school daily and on time.*
- *Making sure that all homework assignments are completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Attend parent workshops or send a representative if I am unable to attend.*
- *Participating, as appropriate, in decisions relating to my children's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title 1 parent representative on the school's Title 1 Parent Council.*

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Do my homework every day and ask for help when I need to.*
- *Read at least 20 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

SIGNATURES:

PARENT (S)

DATE

STUDENT

CLASS

(PLEASE NOTE, SIGNATURES ARE NOT REQUIRED)

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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. Individual 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/NYSELAT Eligibility Roster) and REXH (Exam History Report) to ensure that students are tested. NYSELAT administration is scheduled according to testing calendar dates. Testing Coordinator and Asst. Principal confirm students eligible/required for NYSELAT administration and scheduling of four modalities is completed. Administration of NYSELAT 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 NYSELAT 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

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

This school offers (check all that apply):

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	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

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

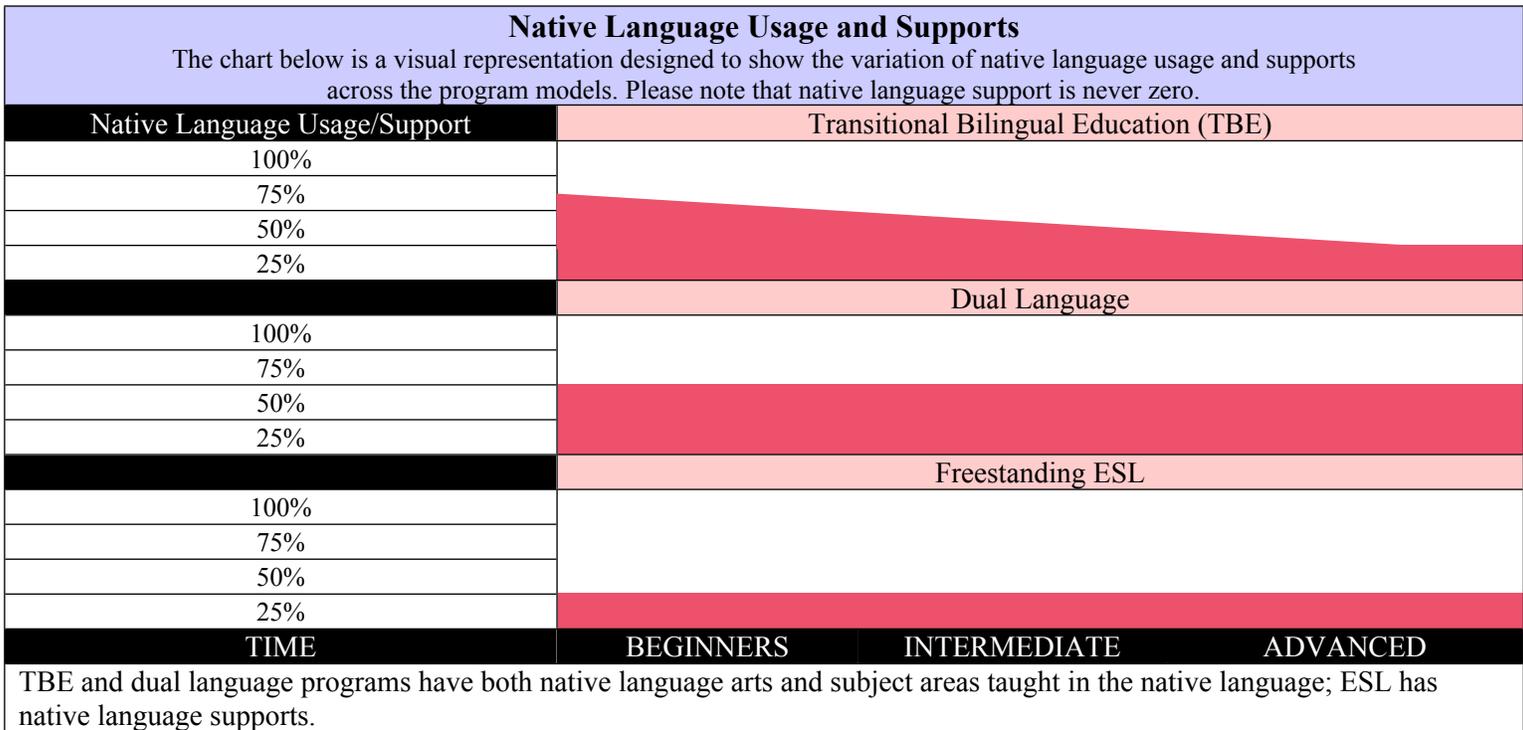
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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 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 (simultaneous)?

In the Dual Language Program, English and Spanish are used consistently to teach core academic content areas—language arts, mathematics, science, and social studies. English is the language of instruction for 50 percent and targeted language-Spanish-is used for the remaining 50 percent of the instructional time.

2. During the instructional day, EPs and ELLs are intergrated at all times. None of the content areas are taught separately.
3. Our dual language classes are self-contained, where the same teacher teaches in both languages. Language of instrsuction is separated by days: Monday, Wednesday and half days on Fridays are in English. Tuesdays, thursdays and half days on Friday, the language of instruction is Spanish.
4. The Dual Language Program at PS 43 is a self-contained model: One teacher teaches using both languages of instruction-Spanish and English.
5. Emergent literacy is taught via both languages simulataneously.In the Dual Language Program, English and Spanish are used consistently to teach core academic content areas—language arts, mathematics, science, and social studies. English is the language of instruction for 50 percent and targeted language-Spanish-is used for the remaining 50 percent of the instructional time.
Spanish and English will be used to teach core academic content areas—language arts, mathematics, science, and social studies. Teachers will plan lessons that will connect students' prior knowledge and other disciplines, providing them with opportunities to develop critical and creative skills.

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 proffesional 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 prodecures and expecations 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.

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.

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					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	3	1	3		2				9
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed			1						1

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

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

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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS 463 Urban Scholars	DBN: 12X463
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers:

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, 4 and 5 with supplemental instructional services on Tuesdays and Wednesdays in an afterschool program. The afterschool program has been scheduled from November 2012 through April 2013 to provide ELLs with the additional targeted instruction to advance their reading and writing levels. Beginning in January 2013, PS 463 will also offer a Saturday Prep Program to provide ELLs with additional direct instruction to support ELLs in meeting ELA and Mathematics Common Core Learning Standards. The language of instruction will be English although native language support will be available for SIFE (currently 2 students) students with low literacy skills. Student work and data (e.g., independent reading levels, ACUITY results, standardized test scores, item analysis reports, etc.) will be analyzed to identify strengths and needs of ELLs to formulate groups for program. Teachers (2-3 positions) for the Title III program will be certified and highly effective.

Title III funds will be used to purchase Achieve3000 a web-based differentiated reading program to strengthen ELLs' language and literacy skills. Achieve3000 will address the needs of ELLs, including Students with Interrupted Formal Education (SIFE) and long-term ELLs by building skills in reading comprehension, vocabulary and writing development. The program allows for ELLs to have access to high interest articles that will engage them in pre-reading, and after-reading activities that will support language and literacy development. Achieve3000 will also provide ELLs with a wider range of text-particularly informational text-as well as engage in text-related discussions to meet the speaking/listening and language Common Core Learning Standards. Teachers of ELLs will participate in professional development to assist them with program implementation and managing data reports to monitor progress of ELLs.

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 providing Title III Program teachers and teachers of ELLs with high levels of support to plan and implement the effective educational practices ELLs will require to achieve the high expectations of Common Core Learning Standards. We will offer expanded

Part C: Professional Development

support for teachers of ELLs with a series of tailored professional development sessions that will prepare them with the pedagogical knowledge to adjust their practice to understand and support the learning needs of ELLs at PS 463 Urban Scholars Community School. On-site professional development will be planned and facilitated by administrators and Literacy Coach.

In addition, PS 463 will engage all teachers of the Title III program and staff responsible for instruction and services to ELLs in professional development to advance their knowledge of instructional models that accelerate literacy and language development and academic learning aligned to Common Core Learning Standards. Professional development themes will include training on diagnostic assessments and, more specifically, the effective practices that support and provide scaffolds to advance 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 staff developers to further our knowledge of best practices and effective strategies for ELLs. TCRWP staff developers will support program teachers in planning for and executing small group instruction that will target ELL needs based on a review of student reading and writing data (e.g., NYSESLAT results, independent reading levels, writing samples, ELA and Mathematics scores, etc.). The professional development plan for Title III Program teachers will also be supported by AUSSIE staff developers who will provide additional support in looking at student writing samples to plan for minilessons that will support ELLs during small group instruction. AUSSIE staff developers will guide program teachers in assessing student work to develop actionable feedback to provide students. Program teachers will also participate in NYCDOE Office of ELLs professional development workshops and series. Title III funds will provide teachers of the Title III program 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 advance academic vocabulary development and accelerate academic learning for ELLs.

Program teachers will also participate in professional development to support them in differentiating implementation of Achieve 3000 web-based software program to improve ELLs reading and writing skills and meet Common Core Learning Standards.

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

Part D: Parental Engagement Activities

Begin description here:

Title III funds will be used to expand outreach and engagement of families of ELLs. Families of ELLs will receive information about programs and resources to advance the success of all ELLs across all content areas, with an emphasis on reading comprehension. 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.

Engagement activities will include family literacy 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 information is accessible. In addition, PS 463 will plan and conduct workshops on topics on tests/assessments that are administered to ELLs such as the New York State English Language Achievement Test. Workshop agenda will include a presentation on the modalities, an overview to guide parents of ELLs through an interpretation of their child's respective results and, more importantly, how PS 463 is addressing the academic needs of ELLs through small group targeted instruction. 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 <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. 		

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.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		