



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: URBAN SCHOLARS COMMUNITY SCHOOL

DBN (i.e. 01M001): 12 X463

Principal: DEBRA JONES

Principal Email: DJONES51@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: LUCIUS YOUNG

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Debra Jones	*Principal or Designee	
Kyeatta Hendricks	*UFT Chapter Leader or Designee	
Natasha King	*PA/PTA President or Designated Co-President	
Kim Frazier	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sabrina Serio	Member/ UFT	
Alice Lorenzo	Member/ DC 37	
Marcus White	Member/ Parent	
Isabel Lovett	Member/ Parent	
Sonya Nugent	Member/ Parent	
Melodie Garcia	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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
- 1. 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

School Information Sheet for 12X463

School Configuration (2013-14)

Grade Configuration	PK,OK,01,02,03,04,05	Total Enrollment	314	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	1
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	104.5%	% Attendance Rate			90.5%
% Free Lunch	93.0%	% Reduced Lunch			3.7%
% Limited English Proficient	12.6%	% Students with Disabilities			21.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			40.9%
% Hispanic or Latino	56.8%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	1.0%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	3.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	3.5%	% Teaching Out of Certification			3.5%
% Teaching with Fewer Than 3 Years of Experience	20.7%	Average Teacher Absences			10
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.8%	Mathematics Performance at levels 3 & 4			2.2%
Science Performance at levels 3 & 4 (4th Grade)	43.5%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 2012-13 SCEP was strong because it focused on improving teacher pedagogical practices in order to raise student achievement and the social and emotional well-being of our students. In addressing those two areas our English Language Learners made progress as referenced by the 2012-13 progress report.			
Describe the areas for improvement in your school's 12-13 SCEP.			
One area of improvement for the 12-13 SCEP would be to revisit Goal 5, which was to increase parental involvement and engagement. We added more activities and workshops for our parents to participate in for the 2013-14 school year.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
One of the challenges that we faced when implementing the 12-13 was time. Many professional development sessions had to be scheduled after school and some of our teachers were not able to participate for various reasons. Systems had to be put in place for the teachers to receive the information via email or during their preparation periods.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our 12-13 was successfully implemented because all members of the school community were vested in raising student achievement and increasing parental involvement.			
Were all the goals within your school's 12-13 SCEP accomplished?	x	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
As far as implementing the 2013-14 SCEP, we will face the challenge of having enough staff to provide the ongoing-support needed to the new teachers in our school.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The academic achievement target for our ELL's and Student's with disabilities is for their ELA and Mathematics scores to increase by 3%.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders communicate with school staff via emails and monthly meetings. We communicate with the school community via School Messenger, e-Chalk, monthly school calendar and monthly meetings with the principal.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action is that In order to raise student achievement, teachers must be given the tools to improve their instructional practices.			
Describe the strategy for executing your theory of action in your school's SCEP.			
We are providing our teachers with many opportunities to professional development in the areas of lesson planning and curriculum mapping. This should lead to them gaining a deeper understanding of the content that they have to teach; thus leading to raising student achievement.			
List the key elements and other unique characteristics of your school's SCEP.			
Not only will professional development will be provided by Aussie consultants and network achievement coaches, but the instructional leads will also be supporting their peers in improving their instructional practices.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Currently we have an instructional lead teacher on each grade as well as a literacy coach and a Mathematics specialist to support our teachers in meeting their goals.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

(Quality Review: 2012-2013, page 6) The school uses running records to record reading progress, rubrics to offer students feedback on writing products and unit tests to assess math skills periodically; however, several teachers do not have yet demonstrate regularity in recording the key points. As a result, there is an inconsistency in the ongoing use of this key data streams to significantly influence student groupings, modifications to curricula and instructional adjustments in some classrooms. HEDI Rating: D

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.

2.2 School leader's vision		2.3 Systems and structures for school development
2.4 School leader's use of resources	x	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, our NYS Mathematics scores will increase by 3% compared to June 2013 scores.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will analyze their students' assessments (Mid module and End of module assessments from Engageny and School net (Grades 3-5) and develop lessons based on the results.
2. Teachers will also use this information to set Mathematics goals for their students and amend curriculum maps.
3. Teachers will participate in monthly professional development sessions facilitated by staff developers from Aussie. During these sessions they will be taught how to deeply analyze their students' assessment results and plan effective lessons.
4. Math specialist and principal will provide ongoing support by facilitating professional development sessions after school.
5. During this time teachers will also use assessment results to plan strategy lessons and adjust curriculum maps.

2. Key personnel and other resources used to implement each strategy/activity

1. Aussie consultant, math specialist and administration will work with the teachers during grade level meetings to give feedback on the lessons and provide additional support in analyzing the students work and assessment results.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. As evidenced by the assessments from the Engageny modules, students will advance at least two levels on the rubric by June 2014.

4. Timeline for implementation and completion including start and end dates

1. Assessments will be administered every 4-6 weeks and student progress will be monitored via an excel program created by the Aussie consultant

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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 for 2 hours and on Saturday for 3 hours. 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 Aussie professional development.

Per Session-/Principal Per session- Textbooks Aussie Consultant for 30 days General Supplies/Equipment

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Quality Review, 2012-2013, page 5) The school has made great strides in aligning its English language arts (ELA) curriculum to the Common Core Learning Standards (CCLS). However, at this time, the school had not yet fully developed its curriculum maps and units so that additional resources, strategies, strategies and supports for use with English Language Learners and students with disabilities (SWDs) are clearly delineated and consistently accessible to teachers across all grades and content areas. HEDI Rating: NA

Review Type:		Year:		Page Number:		HEDI Rating:	N/A
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	x	3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 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.
2. 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.

B. Key personnel and other resources used to implement each strategy/activity

1. Grade leaders as well as staff developers from Aussie 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.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

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

D. Timeline for implementation and completion including start and end dates

- 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

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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

- Per Session- Teachers will meet every month, 2times a week for 2.5 hours after school. They will also meet one Saturday per month for 4 hours. Principal Per session**

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

NYC Progress Report 2012-13 (Page 1) Student performance received a score of 3.4 out of 25 points and F as a letter grade. HEDI Rating: I

Review Type:	Progress Report	Year:	2012-2013	Page Number:	1	HEDI Rating:	N/A
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers will participate in professional development sessions around the Danielson Framework in order to improve their pedagogical practices which will lead to a 3% increase in student performance on the 2013-14 Progress Report.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will be trained on how to use the Danielson Framework (Domain 1) to plan and evaluate their own lessons.
2. Teacher will participate in monthly professional development facilitated by the talent coach, network achievement coaches and school administrators on how to take low inference notes and evaluate them using the framework.
3. Administrators will observe teachers at least three times a year and give actionable feedback on teacher practice and instructional delivery (Domain 3).
4. Teachers will evaluate their peers lesson plans and give actionable feedback and next steps using the Danielson Framework.
5. Aussie consultant will observe and meet with teachers and provide them with immediate feedback to improve instructional practices.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, talent coach and network achievement coaches will meet with teachers twice a month during grade level meetings to analyze lesson plans using the framework and provide next steps. Teachers and administrators will also meet twice a month to plan lessons and adjust curriculum maps as needed.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will use running records and assessments from the Engageny Mathematics modules to monitor student progress.

D. Timeline for implementation and completion including start and end dates

1. Running Records will be administered every 4-6 weeks and the Mathematics assessments will be administered in the middle of the module and the end of the module.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Title I SWP funds will be used as per session funds for the teachers to participate in professional development sessions after school and also for per diem for substitutes to cover classes for inter- visitations. Principal will facilitate professional development sessions after school \$2,581.00

Per Session -Teachers will meet two times a month for 1.5 hours after school and once a month on Saturday Per Diem: Absence coverage will be provided 2 times a month for teachers to visit other teachers to observe lessons.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X Title I SWP

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school received a 8.2 in the area of Safety and Respect in the NYC School Survey, 2012-2013; parent and teachers responded the lowest in this category. HEDI

Rating: NA							
Review Type:	School Environment Survey	Year:	2012-13	Page Number:	1	HEDI Rating:	N/A

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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		5.3 Vision for social and emotional developmental health
X	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 The staff will 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. As a result, our school's incidents will be reduced by 5%)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 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 rule
- 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.

B. Key personnel and other resources used to implement each strategy/activity

- 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.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- The percentage of teachers on the Learning Environment Survey that feel that order and discipline are not maintained at our school will decrease from 21% to 15%.

D. Timeline for implementation and completion including start and end dates

- September 2013-June 2014 teachers will monitor student behavior and make any suggestions to how the plan can be revised

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Title I SWP funds and Title I Priority Focus Funds will be used to purchase general supplies for teachers and 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.

General supplies for students and teachers and Refreshments for students and parent

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
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. On the average, 3-5 parents attend monthly PA meetings and workshops. HEDI rating : N/A			
Review Type:		Year:	
Page Number:		HEDI Rating:	N/A

Tenet 6: Family and Community Engagement

Indicate using an “X” the Standard(s) 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.			
	6.2 Welcoming environment		6.3 Reciprocal communication
x	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
To provide and strengthen the home/school partnership by providing the opportunity for families to give frequent input, feedback and suggestions to improve our school's success

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. The administration, teachers, parent coordinator, family worker, P.A. and School Leadership Team will meet to discuss ways to improve parental engagement. 2. Meaningful activities will be built into the monthly calendar and facilitated by various members of the school community. 3. 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. 4. 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.
B. Key personnel and other resources used to implement each strategy/activity
1. 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.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1 The school will have a minimum of three family workshops a month from September 2012-June 2013.
D. Timeline for implementation and completion including start and end dates
1. 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.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
Title I Priority/Focus money will be used to purchase supplies for the parent workshops.

Parent Engagement

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
----------	---------------------	--	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>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</p>	<p>ELA academic intervention services are provided one-to-one tutoring during small group instruction.</p>	<p>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.</p> <p>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 1st through 5th grades. In addition, service is provided during Saturday program scheduled for 3 hours to students in 3rd through 5th grades</p>
Mathematics	<p>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.</p>	<p>Mathematics intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during Mathematics instructional block.</p>	<p>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.</p>
Science	<p>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</p>	<p>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.</p>	<p>Intervention services are provided during content area literacy instruction and during science instruction.</p>

	resources.		
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.

**Title I Information Page (TIP)
For School Receiving Title I Funding**

3. All elements of the *All Title I Schools* section must be completed*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Federal, State and local funds are used to provide our students with the opportunity to stay after school for additional instruction in order to improve student achievement. These funds also give us the opportunity to have workshops for our parents.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Our pre-k teachers have aligned their curriculum to the CCLS and they also plan with the Kindergarten teachers. They participate in all school-wide professional development sessions and events at our school. Monthly meetings are conducted to analyze student data and identify additional supports to address student needs. The pre-K family worker holds monthly workshop on various topics tailored for the pre-K parents/guardians.

Measures to Include Teachers in Decisions Regarding Assessments

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

Administrators and teachers review the menu of periodic assessments and assessments aligned to the curriculum and decide which ones will be administered to the students. Grade level meetings are conducted prior to the administration of the assessments to review directions and other items related to the assessment.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

Parent Involvement Policy (PIP) Template

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.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDA

PS 463X
 Urban Scholars Community School
 1180 Tinton Ave.



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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 12	Borough Bronx	School Number 463
School Name Urban Scholars Community School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Debra Jones	Assistant Principal Ivonne Torres
Coach Marta Fabre	Coach type here
ESL Teacher Miriam Stix	Guidance Counselor Hosea Givan
Teacher/Subject Area Bonnie Ortiz	Parent type here
Teacher/Subject Area type here	Parent Coordinator Denise Pierce
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	314	Total number of ELLs	39	ELLs as share of total student population (%)	12.42%
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Part II: 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 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	1	4	3	6	3									17
Freestanding ESL														
Push-in	2	1	3	2	2	9								19
Pull-out		1		2										3
Total	3	6	6	10	5	9	0	39						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	15		2	2						17
ESL	13			8			1			22
Total	28	0	2	10	0	0	1	0	0	39

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE	1	22	3	16	3	10	3	17	3	16									13	81
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	1	22	3	16	3	10	3	17	3	16	0	0	0	0	0	0	0	0	13	81

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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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): 36 Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 20 Asian: 0 Hispanic/Latino: 69
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	2	2	1	7								14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French		1		2										3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1		1	1								4
TOTAL	2	2	3	4	2	9	0	0	0	0	0	0	0	22

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)		1	2	3	1	1								8

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		4	3	4	3	1								15
Advanced (A)		1		3		7								11
Total	0	6	5	10	4	9	0	0	0	0	0	0	0	34

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1		2		0							
	I			1	1		2							
	A			1	1	2	3							
	P			3	3	2	5							
READING/ WRITING	B		3	4	3	1	1							
	I		2	1	2	2	3							
	A		2	1		2	5							
	P		1				5							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5				5
5	5	4			9
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	5								5
5	6		3						9
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			5		3				8
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Ongoing assessments of English Language Learners in academic areas as well as language and literacy development informs instruction. Through the administration, collection and analysis of multiple data sources (TCRWP, Performance Based Assessments, student writing samples, etc.) measurable goals are identified and monitored to advance the learning of ELLs. To assess the early literacy skills of ELLs, assessment tools such as TCRWP Reading Assessments, spelling inventories, and performance based assessments are administered during assessment cycles. Spelling inventories are administered and analyzed to determine stage of spelling development and plan for small group instruction. Assessment results are used to monitor progress, plan instruction to form small groups for guided instruction and identify struggling students to develop intervention plan. All English proficient students and ELLs in the dual language program are assessed in the second language-Spanish with the Fountas and Pinnell "Sistema de Evaluacion de la Lectura" based on the Benchmark Assessment System.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELLs have made steady gains in the Listening/Speaking modalities as they move up in grade levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on a review of the 2011-2013 NYSESLAT modality reports , a focus of support is required in the areas of reading and writing. For this reason, teachers of ELLs support student's writing development, special focus will include writing development of ELLS. ELLs will be supported with 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 Fountas and Pinnell "Sistema de Evaluacion de la Lectura" in the fall and spring. 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, Performance Based Assessments, and ELA in addition to other content area assessments (unit test, projects, etc.).

The AMAO Tool provides key information to support us in developing effective programs for ELLs and make data-driven decisions that accelerate achievement for the ELLs.

4. For each program, answer the following:
 - a. 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?

PS 463 will administer the Periodic Assessment for ELLs for the first time during the 2013-2014 school year to gather additional student data on the progress of ELLs. School leadership and teachers will analyze assessment results to monitor how ELLs are fairing and to determine program goals.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Data is essential to guide instruction and intervention for ELLs with the RtI instructional model. Through a tiered system of instructional support that reinforces the standard based classroom instruction through targeted intervention , ELLs are provided with effective individualized instructional supports. By planning and implementing lessons that develop students' oral language skills, ELLs are provided with opportunities to build background knowledge through interactive read alouds, close reading with an

emphasis on vocabulary development. Students are provided with scaffolds such as accountable talk prompts to engage in discussions and dialogue when presented with open-ended questions. Quality writing instruction supports student to develop their writing skills through the stages of the writing process. To meet the needs of ELLs, it is important to understand their academic and linguistic histories to develop effective instructional and intervention plans. For this reason, student

6. How do you make sure that a child's second language development is considered in instructional decisions?
A student's second language development is considered through the collection of data from multiple sources (e.g., assessments, interviews, observations, etc.) to determine student's instructional goals and next steps.
7. 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?EPs are assessed in the second language with Fountas and Pinnell "Sistema de Evaluacion de la Lectura"
The level of language proficiency in the second language has shown consistent growth as the Dual Language Program expands its grade span.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
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, NYS ELA and Mathematics in addition to other content area assessments (unit test, projects, etc.).

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The initial identification of ELLs occurs 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 a licensed pedagogue (Literacy Coach/ESL Teacher/Asst. Principal). 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 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.

If the HLIS indicates that a language other than English is spoken in a child's home (as outlined above), the child is administered the LAB-R to determine the English proficiency level. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. For cut scores and eligibility (including designations of beginner, intermediate, and advanced), the DOE's LAB-R Assessment Administration Memo is referenced.

All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the LAB-R will be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing bilingual and ESL services. Schools must send an entitlement letter to the parents/guardians of each student who is eligible for ELL services, based on LAB-R results. Regardless of the results on the LAB-

R, the home language code does not change.

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.
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Entitlement letters, Parent Survey and Program Selection forms are distributed and completed forms are maintained for reference. Follow up during November parent teacher conferences ensures ongoing communication with parent of ELLs. Outreach by ESL teacher, respective classroom teacher, Literacy Coach and Asst. Principal is also provided.
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.
Criteria used to place ELL students includes parent consultation where program goals and expectations are identified, students' linguistic and academic history, grade level of student and availability of program at respective.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
ELLs eligible for NYSELAT administration is determined by reviewing ATS reports: RLER (Revised LAB/NYSELSAT Eligibility Roster) and REXH (Exam History Report) to ensure that students are tested. NYSESLAT administration is scheduled according to testing calendar dates. Testing Coordinator and Asst. Principal confirm students eligible/required for NYSESLAT administration and scheduling of four modalities is completed. Administration of NYSESLAT components adheres to testing policies: Students are grouped according to grade bands for administration of Listening, Reading and Writing. Speaking component is administered to individual student.

The criteria used to place identified ELL students in ESL instructional programs has been contingent on the number of ELL students that have been identified following a careful review of LAB-R and NYSESLAT results. Communication with families includes distribution of notices that describes programs for ELLs. Placement information is As a new school, we have limited data to review trends in program choices.
6. 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.) 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. 
Programs offered at the school-specifically the Dual Language Program and the Free Standing ESL program are aligned with parent requests. Of the 3 newly enrolled ELLs in Kindergarten, 1 was placed in the Dual Language Program as a result of parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

PS 463 offers self-contained, dual language classes in grades Kindergarten to Grade Four. The PS 463 Dual Language Program is designed to develop students's native language as well as English language skills. The program is currently available in grades Kindergarten through Grade Four. The Kindergarten through Grade 4 classes of the dual language program class follow a self-contained 80:20 (Kindergarten) or 60:40 (Grades 1-4) model: Teachers in the dual language program are highly qualified to teach in both languages and plan instruction to ensure that Spanish and English are taught across all academic areas. 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 the dual language classroom teachers. Dual Language program teachers are certified. Dual language classes are heterogeneous.

Balanced literacy program (e.g., 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. Mathematics, Science and Social Studies teacher resources and student materials are available 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.

PS 463 also offers a Free-Standing ESL program where instruction is differentiated for ELL subgroups: ESL teacher services ELLs via push in or pull out instruction. For the Push-in model, the ESL teacher works with ELLs during content instruction in collaboration with the classroom teachers to provide scaffolds for language acquisition and vocabulary support during content instruction.

For the Pull-out model, ELLs are scheduled together for English acquisition focused 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.

In addition, we have Free Standing ESL Program for ELLs in Kindergarten through Grade 5 which is a combined pull out and push in program instructed by ESL teacher Ms. Miriam Stix. Ms. Stix 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. Each ELL student receiving ESL instruction begins by meeting his/her instructional unit requirement which include for Grades K-5 the development and strengthening of language skills: LISTENING, SPEAKING, READING, and WRITING. The mandated amount of ESL instructional minutes is provided by ESL teacher.

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)?

Mandated number of instructional minutes is provided according to proficiency levels through daily literacy blocks when ELA and NLA instruction is delivered in the Dual Language Program classes. ESL instructional minutes are delivered in targeted small group instruction. Push-in and pull-out ESL is combined to ensure mandated number of instructional minutes is provided to ELLs in ESL program. Articulation between ESL teacher and classroom teacher also serves to ensure mandated number of instructional minutes is provided according to proficiency levels.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in both English and Spanish in the Dual Language Program. Instructional and student materials and resources (e.g., FOSS read alouds and student books, Social Studies books, etc.) facilitate the use of both languages during instructional lessons, independent reading and group projects. Key concepts and vocabulary are previewed and reviewed to ensure students' understanding and application of knowledge. Visual cues, realia and multimedia resources provide students with additional support to build conceptual and language skills needed for college and career readiness.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our assessment cycles includes administration of literacy assessments such as the Fountas and Pinnell "Sistema de Evaluacion de la Lectura based on the Fountas and Pinnell Benchmark Assessment System.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are assessed in all four modalities of English throughout the year during conferences, small group/guided instruction, teacher created assessments, analysis of student writing, when running records are administered and analyzed.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our instructional plan for SIFE students includes scaffolding instruction during literacy with additional teacher support during

the

literacy block. Currently, there are no SIFE students enrolled at PS 463, nonetheless we provide supports to advance language and literacy development. In addition to provided mandate ESL services, SIFE students are enrolled in afterschool and Saturday "Prep" program sessions. and We also provide small group instruction during extended time sessions to support SIFE students

with

additional practice and guidance with materials and resources such to support literacy learning and content knowledge.

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's "Prep" Program) which begins October 2013 through April 2014.

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 7 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. Stix works closely with the classroom teacher and Language Arts is taught using NLA, ESL, and ELA instruction. includes literature and content based instruction that is aligned to Common Core Learning Standards to provide ELLs with high quality academic opportunities. 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.

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

development

is advanced through activities that promote phonics and the development of early reading strategies. ELLs students are matched to leveled text and provided with guided reading and guided writing instruction to promote development of reading and comprehension skills.

7. 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?

Teachers of ELLs use the Universal Design for Learning (UDL) framework to develop instruction to meet the diverse needs of all learners. By planning for options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction is customized and adjusted to meet individual student needs. In addition, the Sheltered Instruction Observation Protocol (SIOP) is used to for lesson planning, preparation of language and content objectives and building background.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Teachers of ELL-SWDs plan for and implement instructional strategies (scaffolds such as personal word walls, sentence starters, use of manipulatives, realia, etc.) and scheduling flexibility (push in literacy support during literacy block, small group guided instruction) to achieve their IEP goals within the least restrictive environment. Goals are reviewed and progress is monitored.

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
--------------------	----------------------------	--------------------	----------------------------

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
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	45 minutes per day	45 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

Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

B. Programming and Scheduling Information--Continued

9. 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.

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 engageNY Mathematics modules. 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. Paste response to question here:

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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. What new programs or improvements will be considered for the upcoming school year?

New programs for the 2013-2014 school year includes Ready Gen, Go Math and engageNY Mathematics modules.

12. What programs/services for ELLs will be discontinued and why?

No programs/services will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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. ELLs are also provided supplemental services in afterschool and Saturday programs. ELLs participate in the "Prep" programs scheduled on Tuesdays and Wednesdays for two hours each day during October 2013-April 2014 and the Saturday "Prep" program scheduled to begin in February 2014.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials, including technology, used to support ELLs are leveled texts sets, word walls, vocabulary lists aligned to Ready Gen modules, iPads, computer software such as Achieve 3000 and the JiJi math program.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided in the Dual Language Program with visual cues, guided reading instruction, sentence prompts, realia and software programs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Language and literacy development are developed in meaningful and relevant ways. In the early grades, explicit instruction in phonemic awareness with the "Foundations" program has proven to effective when used with ELLs. Integrating phonics instruction and activities such as generating word lists with specific rhymes in conjunction with highlighting sight words connected to books read in classroom promote ELLs literacy development.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. ELLs enrolled throughout the year are included and invited to attend all student/family events such as Movie Night, Family Literacy Night, etc.

18. What language electives are offered to ELLs?

None, at this time.

19. For schools with dual language programs:

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

Dual language program's language distribution is as follows: Kindergarten 80% English and 20% Target Language Spanish
Grades 1-4: 60% English and 40% Target Language Spanish. EPs and ELLs are fully integrated throughout the instructional day. PS 463 Dual Language Model is self-contained and it is designed to continue developing students' native language as well as English language skills. The dual language program offers students in need of English language development and monolingual English speaking students the opportunity to learn a second language. The program integrates ELLs with native English speakers

and

supports all students develop second language skills while learning content knowledge in both languages.

Emergent literacy is taught via both languages simultaneously. 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 60-80 percent and targeted language-Spanish-is used for the remaining 20-40 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.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Rigorous professional learning to strengthen instruction and raise achievement for our ELLs to meet the expectations of becoming college and career ready established by the Common Core Learning Standards will be provided to teachers of ELLs. We will offer

expanded support for teachers of ELLs with a series of tailored professional development sessions that will provide them best practices and effective strategies to deliver rigorous and coherent instructional programs that promote the development of cognitive development and academic skills. ELL personnel will be afforded with opportunities to participate professional development covering topics such as literacy and language assessments, analysis of student data and implications for instructional planning. Our focus will be to identify the instructional program, more specifically, the academic interventions that will accelerate language and academic learning for ELLs. Our ESL teacher will attend professional development and workshops offered by

Office

of English Language Learners, BETAC and CFN professional development to promote learning and application of current methodologies and practices.

Classroom teachers participate in profas to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are provided with testing modifications and promotional criteria for ELLs.

The Pupil Accounting Secretary and Parent Coordinator also attend professional development regarding their special roles in assisting parents of ELLs.

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.

PS 463 will provide key staff (e.g., Guidance Counselor) with support such as identifying procedures and expectations of to assist ELLs and their families as they prepare to transition to middle schools. PS 463 schedules preliminary middle school orientation sessions in the spring to inform families of the middle school application process, with a special focus on parents of ELLs on middle

school choice. Parents of ELLs are provided with interpreters and translated materials and resources during orientations. As the school year begins, workshops and information sessions are scheduled for 5th grade families. Parents are informed of ongoing middle school tours, open houses and all related information regarding the district middle school fair. During the sessions ,

parents

of ELLs are provided with opportunities to ask questions and to seek assistance with understanding the middle school directory and the application process.

PS 463 staff participates in professional development sessions on best practices for ELLs offered by AUSSIE consultants, 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parental involvement is essential to our ELLs success. We provide families with opportunities to visit classrooms and the school during Morning Drop Off and monthly "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 foster parental involvement for parents of ELLs. Learning Leaders workshops and training sessions are translated to provide parents with guidance and support in understanding literacy and numeracy development in early childhood.

Families are asked to provide feedback, comments and suggestions during scheduled events such as workshops, "Coffee with the Principal" PTA meetings and other parent events. Feedback is collected and reviewed by school administration, Parent Coordinator, School Leadership Team to provide insights into decision making of school needs. Planning and brainstorming sessions are scheduled throughout the year where family and school staff collaborate 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 month parents are invited to attend a "Coffee with the Principal" hour: This monthly event 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.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: <u>Urban Scholars Community School</u>		School DBN: <u>12X463</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Jones	Principal		11/14/13
Ivonne Torres	Assistant Principal		11/14/13
Denise Pierce	Parent Coordinator		11/14/13
Miriam Stix	ESL Teacher		11/14/13
	Parent		11/14/13
	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		11/14/13
Martha Fabre	Coach		11/14/13
	Coach		1/1/01
Hosea Givan	Guidance Counselor		11/14/13
Lucius Young	Network Leader		11/14/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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		