



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

**DRAFT – PENDING NYSED APPROVAL**

**DBN: (i.e. 01M001):**

**12X463**

**School Name:**

**URBAN SCHOLARS COMMUNITY SCHOOL**

**Principal:**

**DEBRA JONES**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Urban Scholars Community School School Number (DBN): 12X463  
School Level: Elementary Grades Served: Pre-Kindergaten-5  
School Address: 1180 Tinton Avenue Bronx, NY 10456  
Phone Number: 718-842-8133 Fax: 718-842-8442  
School Contact Person: Debra Jones Email Address: Djones51@schools.nyc.gov  
Principal: Debra Jones  
UFT Chapter Leader: Kyeatta Hendricks  
Parents' Association President: Isabel Lovett  
School Leadership Team  
Chairperson: Sabrina Serio  
Student Representative(s): N/A

**District Information**

District: 12 Superintendent: Rafaela Espinal  
Superintendent's Office Address: 1434 Longfellow Avenue Room 409 Bronx, NY 10459  
Superintendent's Email Address: REspina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Chris Groll  
Network Number: 408 Network Leader: Lucius Young

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Jones	*Principal or Designee	
Kyeatta Hendricks	*UFT Chapter Leader or Designee	
Isabel Lovett	*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	
Alice Lorenzo	DC 37/	
Sabrina Serio	UFT/	
Tiwana Rose	Parent/	
Roberta Clark	Parent/	
Madeline Cotto	Parent/	
Destiny Hernandez	Parent/	
	Member/	

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

### Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and</li> </ul>

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 463 Urban Scholars Community School is an elementary school located in the Morrisania neighborhood of the Bronx with a student population of 311 students in Pre-Kindergarten through Grade Five. Ninety-seven percent of our families are Economically Disadvantaged. Fifty four percent of students are Hispanic and 45% are African-American. Thirteen percent are English Language Learners and 20% are identified as students with special needs.

PS 463 Urban Scholars Community School Mission Statement:

Urban Scholars Community School is committed to providing an education of excellence that meets the needs of a diverse community of learners. All students will be supported and challenged to achieve their potential through hard work, collaboration and determination. Our curriculum emphasizes interdisciplinary thematic studies with an emphasis on the development of strong literacy skills and world knowledge needed as students and citizens of a global society. We are also committed to teaching our students how to support their communities by providing opportunities for active participation in service learning initiatives.

Strategic collaborations and special initiatives:

- ✓ Professional Development Consultants for Literacy, Mathematics and English Language Learner support: Generation Ready has provided teachers with individual (e.g., first year teacher or teacher(s) who need additional support) and grade level support to ensure teachers are planning and executing Common Core aligned lessons with components such as cognitively engaging tasks with appropriate scaffolds for English Language Learners and student with special needs.
- ✓ Early Literacy Intervention Program : Reading Recovery (Grade 1)
- ✓ To support and advance our school wellness goals: Cook Shop for Classrooms and Families, Recipient of grants such as School Wellness Grant and Action for Healthy Kids Breakfast Grant.
- ✓ School wide Enrichment Model (SEM) Clubs: Students in 1<sup>st</sup> through 5<sup>th</sup> grades participate in weekly clubs such as Jewelry Making, Soccer, School Spirit Art Club and Yoga based on their interests.
- ✓ Be Responsible, Be Respectful and Be Safe: Our school-wide social and emotional development plan that promotes a supportive environment to ensure students feel safe, supported, and challenged.
- ✓ Honor Roll Scholars Program: Following marking periods, scholars that have earned Levels 3 and 4 in academic areas are identified for the Gold, Silver or Bronze levels. Honor Roll Scholars receive medals and certificates and are acknowledge during an assembly. Following the assembly, Honor Roll Scholars and their parent/guardian attend a special brunch.
- ✓ Service Learning Events: March of Dimes October Walkathon, American Cancer Society Pennies for Patients, Citi Harvest Food Donation Drive
- ✓ Artsonia: An online student art museum where student art work is collected for viewing.

Strengths:

PS 463 has embedded professional development into its blueprint to move teacher practice and student performance.

Accomplishments:

PS 463 is one of the 45 new community schools in the Attendance Improvement and Dropout Prevention initiative. PS 463 Urban Scholars Community School has selected East Side House Settlement as its partner for this endeavor.

**Challenges:**

Increasing number of families in temporary housing with patterns of chronic absences at previous schools. PS 463 has continued to expand its systems and structures to monitor and increase the attendance rate of its students. At monthly assemblies we acknowledge students with 100% attendance during the previous month and also highlight students that have continue to show improvement in attendance. Attendance Improvement Mentors (AIM) provide chronically absent students with individualized monitoring and support.

Most growth during the previous year is evident in the development of literacy and mathematics curriculum maps that are aligned to the Common Core Learning Standards for the p

Key areas of focus for this school year are moving teaching practice and differentiating instruction.

As a Renewal School, we will begin (or expand) implementation of the following school improvement strategies during this school year:

- ✓ Expanded learning opportunities for all students, including additional instruction provided during after-school and/or summer programming provided in collaboration with community partners
- ✓ Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school
- ✓ Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students
- ✓ Additional, focused strategies to increase parent and family engagement

We will also undergo a comprehensive needs assessment across all six elements of the Capacity Framework (rigorous instruction, collaborative teachers, supportive environment, effective school leadership, strong family-community ties, and trust) to inform the development of our School Renewal Plans for the 2015-16 school year.

## 12X463 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	313	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.1%	% Attendance Rate		90.2%
% Free Lunch	94.9%	% Reduced Lunch		1.3%
% Limited English Proficient	12.4%	% Students with Disabilities		24.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		42.7%
% Hispanic or Latino	55.4%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	0.6%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.1%	Mathematics Performance at levels 3 & 4		2.7%
Science Performance at levels 3 & 4 (4th Grade)	42.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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 (2012-13)				
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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

## 12X463 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	313	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.1%	% Attendance Rate		90.2%
% Free Lunch	94.9%	% Reduced Lunch		1.3%
% Limited English Proficient	12.4%	% Students with Disabilities		24.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		42.7%
% Hispanic or Latino	55.4%	% Asian or Native Hawaiian/Pacific Islander		0.6%
% White	0.6%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		6.65
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	2.1%	Mathematics Performance at levels 3 & 4		2.7%
Science Performance at levels 3 & 4 (4th Grade)	42.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% 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 (2014-15)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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 (2012-13)				
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	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
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 (2012-13)				
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 (2012-13)				
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			

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<b>Types and Number of Special Education Classes (2014-15)</b>					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
<b>Types and Number of Special Classes (2014-15)</b>					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
<b>School Composition (2013-14)</b>					
% Title I Population	89.1%	% Attendance Rate		90.2%	
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<b>Racial/Ethnic Origin (2013-14)</b>					
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% White	0.6%	% Multi-Racial		0.3%	
<b>Personnel (2014-15)</b>					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
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ELA Performance at levels 3 & 4	2.1%	Mathematics Performance at levels 3 & 4		2.7%	
Science Performance at levels 3 & 4 (4th Grade)	42.9%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
<b>Student Performance for High Schools (2012-13)</b>					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
<b>Credit Accumulation High Schools Only (2013-14)</b>					
% 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				
<b>Overall NYSED Accountability Status (2014-15)</b>					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
<b>Met Adequate Yearly Progress (AYP) in ELA (2012-13)</b>					
American Indian or Alaska Native	N/A	Black or African American		YES	
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	NO				
<b>Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)</b>					
American Indian or Alaska Native	N/A	Black or African American		YES	
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				
<b>Met Adequate Yearly Progress (AYP) in Science (2012-13)</b>					
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	NO				
<b>Accountability Status – High Schools</b>					
<b>Met Adequate Yearly Progress (AYP) in ELA (2012-13)</b>					
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				
<b>Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)</b>					
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				
<b>Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)</b>					
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				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	D

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

One of the areas found to be in need of improvement as per our PRQR in 2014 was in assessment. There is a school wide need to “ expand teachers’ ongoing checks for understanding to inform curricular adjustments at the team and classroom level that result in increased demonstration of mastery for all students.”, 2014. To that end, during the 2013-14 school year, teachers, administrators and staff worked diligently to analyze the miscues form the TCRWP running records and plan strategy lessons for small groups of students. As a result of this analysis, we decided that we needed to change our reading assessment system so that we could have a clearer picture of how our students were scoring in the areas of reading comprehension and fluency. Teachers have been trained on how to administer the assessment and are now working towards using the results to plan strategy lessons and strengthen their Tier 1 instructional practices. Still, there is a continuing need to strengthen teacher's capacity in this area. Thus, by June 2015, teachers will improve their practice of analyzing data to inform instruction in order to raise academic achievement for all learners, including our ELL's and SWD's evidenced by 90% of our students will make at least one year's progress as measured by the Fountas and Pinnell Benchmark Assessment System by June 2015.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teachers will improve their practice of analyzing data to inform instruction in order to raise academic achievement for all learners, including our ELL's and SWD's. Teachers will continue to receive professional development and work with our literacy coach and consultant to create standards based tasks to address the needs of our students. As a result of this work, 90% of our students will make at least one year's progress as measured by the Fountas and Pinnell Benchmark Assessment System by June 2015.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>✓ Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>✓ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>✓ Strategies to increase parent involvement and engagement</li> <li>✓ Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will receive professional development on how to administer and analyze the results from the Fountas and Pinnell Benchmark Assessment System</p>	<p>Teachers of Grades K-5</p>	<p>August 2014-December 2014</p>	<p>Literacy Coach will provide the professional development on how to utilize the assessment system, literacy consultant and coach will provide professional development on analyzing miscues and creating tasks to support student growth in the areas of comprehension, and fluency.</p>
<p>Teachers will administer running records every 4-6 weeks and assist students in setting reading goals based on the results of their assessment.</p>	<p>Teachers of Grades K-5</p>	<p>September 2014-June 2015</p>	<p>Literacy coach, consultant and administrators will meet with teachers to analyze results and students goals. Student tasks will be created to improve student performance and teachers will revise their lesson plans to identify the</p>

			strategy lessons that will be taught to small groups of students.
Administrators will conduct frequent observations to monitor teacher practice and student performance and provide feedback to improve instructional outcomes	Teachers of Grades K-5	September 2014-June 2015	Administrators will meet weekly to discuss teacher performance and areas that need improvement. Observations will be conducted and feedback will be provided in a timely manner.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Resources needs: Funding for literacy consultant, per diem for teachers to attend professional development/inter-visitations, teacher per session for planning, Saturday professional development sessions and after school programs. Literacy by Design Intervention Kits (small group instruction)

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015 90% of our students will have moved an minimum of 2 reading levels as measured by Fountas and Pinnell Benchmark system (Running Records).

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the 2013-14 school year, as evidenced by the OORS Management System, we had five Principal’s Suspensions and three Superintendent’s suspensions. To support our students’ social and emotional well-being, our school utilizes a school-wide positive behavior plan and Class Dojo for rewards and consequences. Our goal is to create an environment where there are minimal disruptions and conflicts during instructional time; thus diminishing our number of incidents and suspensions. We have added new staff members to our school community, and we need to ensure that they clearly understand and utilize our behavior modification systems. In order to provide them with the support needed, we have a social/emotional teacher team that will work closely with staff members to implement and sustain our school wide systems.

**Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, staff members will continue to utilize our school-wide positive behavior plan and Class Dojo to support our students’ social and emotional well-being; thus creating an environment where there are minimal disruptions and conflicts. In addition, new staff members will be trained and supported by the Social/Emotional Professional Learning Community on how to implement and sustain the practices of the two systems. Lastly, a committee of staff members will work closely with our CBO to provide our emotionally at-risk students additional supports and resources to address the student’s needs. As a result, our number of principal suspensions will decrease

by 5% as evidenced by the information recorded in the OORS Management System.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Staff members will attend professional development sessions on what the school-wide behavior plan is and how it will be utilized in our school. Staff members will also be trained on how to utilize Class Dojo effectively.	Teachers, paraprofessionals, school aides	September 2014-October 2014	Principal and IEP teacher will facilitate the workshops and help teachers to align classroom rules to school-wide positive behavior plan.
Staff members will learn how to create extra categories on Class Dojo, generate reports and will also create user logins for parents.	Teachers	October 2014-November 2014	IEP teacher will facilitate workshops and parent coordinator will have parent session to show parents how to monitor their child's progress.
Social/Emotional Committee will monitor how the school-wide behavior system and Class Dojo are being utilized throughout the school and support staff members who need assistance with sustaining their usage of both systems	School aides, paraprofessionals, new teachers	October 2014-June 2015	Social Emotional Committee meets twice a month to analyze OORS reports and discuss incidents that have occurred. They provide staff members with strategies and next steps aligned to the two behavioral systems.
A committee of staff members and parents will work with our CBO, East Side House to identify additional resources and supports to support our emotionally at-risk students.	Staff, Parents	January 2015-June 2015	Our community coordinator will be responsible for

			identifying resources and supports for our students. Administrators and committee will work closely with the families and identified students to monitor student progress.
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher per session-professional development/planning, Class Dojo application (free), Community Coordinator salary (Renewal School Funds)

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, there will be a minimum of 3 principal suspensions as evidenced by the OORS Management System.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on feedback from our PFQR in March 2014, "Access to cognitively engaging tasks for all students is inconsistent across classrooms," all teachers will be involved in making curricular adjustments to ensure that the curriculum is accessible to all learners. During the 2013-14 school year, teachers, administrators and staff worked diligently to align our literacy and Mathematics curriculum to the standards. Curriculum maps were created by each grade level team with the understanding that they would have to be revised during the 2014-15 school year based on the teacher's student population. Teachers attended professional development sessions and worked after school, during their common planning periods and also during their lunch periods so that they were able to receive feedback and instructional guidance across the grades. The literacy coach and Math consultant worked with the teachers during these sessions, assisting them in gathering additional resources to help support our students with the supports and scaffolds needed to meet the CCLS and also to improve student engagement.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year teachers will continue to receive targeted professional development from our literacy and Mathematics consultants to align the curriculum, with an emphasis on Social Studies, to the CCLS. They will embed necessary supports for all learners, including ELL's and SWD's, in order to make the content accessible to them. Teachers will meet during their planning periods, lunch time (for vertical planning) and also after school in order to collaborate with each other. As a result of this work, the scale scores of at least 40% of our students in grades 4 and 5 will increase

by 5% on the NYS ELA and Mathematics assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Literacy and Math consultants, literacy coach and principal will facilitate professional development sessions in literacy, Mathematics and Social Studies with the teachers focused on the CCLS and how aligning our curriculum to the standards.</p>	<p>Teachers</p>	<p>September 2014- November 2014</p>	<p>Literacy and Math consultants, Literacy Coach and principal will facilitate sessions. Grade leaders, administrators, and facilitators will review the content of the maps and provide feedback.</p>
<p>Teachers will revise maps throughout the year, and embed tasks that will improve the student’s critical thinking skills and help to deepen their understanding of the content being taught.</p>	<p>Teachers</p>	<p>September 2014-May 2015</p>	<p>Planning sessions will be facilitated by instructional leads. Administrators will review maps and provide feedback.</p>
<p>Teachers will use the Social Studies Scope and Sequence to embed rigorous and common core aligned lessons and tasks to their literacy curriculum maps</p>	<p>Teachers</p>	<p>November 2014-June 2015</p>	<p>Assistant principal, literacy coach and literacy consultant will facilitate professional development sessions. Administrators will review maps and provide feedback.</p>
<p>Teachers will meet with the Mathematics consultant to differentiate tasks and provide additional supports to make the lessons accessible to our SWD’s and ELL’s.</p>	<p>Teachers</p>	<p>September 2014-June 2015</p>	<p>Math consultant will meet with the teachers prior to every module to create tasks and plan strategy lessons for our sub-groups.</p>

			Administrators will observe teachers and provide timely feedback.
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Literacy and Mathematics consultant (Generation Ready and Southern Cross Consultancy, teacher per-session and per diem

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, Social Studies tasks will be added to the curriculum maps for Units 1-3 for all grades.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our Elementary School Quality Snapshot 2013-14, indicated a score of fair for the statement “How clearly are high expectations communicated to students and staff.” In order for our teachers to take ownership of the learning and growth, teachers are asked to identify professional goals that they want to achieve, aligning them with the Danielson Framework. This year, administrators have been very diligent in monitoring their growth (via the Advance dashboard) in regards to their goals and also identifying what component of the Danielson Framework that they need more support with and providing them with that timely feedback and next steps.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Teachers will participate in professional development sessions around the Danielson Framework and administrators will provide observation feedback in a timely matter in order for teachers to improve their pedagogical practices. Teachers will also be given support to meet their benchmarks. This will lead to a score of “good” on the Elementary School Quality Snapshot in response to “How clearly are high expectations communicated to students and staff.”

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will receive training on how to utilize the Danielson Framework to improve their practice.	Teachers	September 2014-October 2014	Administrators will conduct frequent observations, have discussions and provide teachers with timely feedback
Administrators will meet weekly to discuss teacher performance and the components that teachers need to improve need to improve. Supports will be put in place for teachers and administrators will follow up in a timely matter.	Teachers	September 2014-June 2015	Administrators will monitor to ensure that supports are in place and being utilized. Feedback and next steps will be given to teachers
Administrators will arrange for teachers to visit Effective and Highly Effective teachers to observe best practices.	Teachers	October 2014-June 2015	Administrators will monitor that best practices are being used during observations.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher per diem/inter-visitations, Implementing the Framework for Teaching in Enhancing Professional Practice(Professional Text), teacher per-session/professional development

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2015, 70% of our teachers will have demonstrated improved pedagogical practice as measured by the Danielson Framework for Teaching.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

### Part 1 – Needs Assessment

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

During the 2013-14 school year, an average of eight parents attended parent workshops as evidenced by our attendance sheets. For the 2014-15 school year, we have a new initiative called Teamwork Tuesdays. Two Tuesdays of the month are dedicated to parent workshops, which are facilitated by the teachers and the parent coordinator. We also have morning drop-off once a month where parents accompany their children to school and spend first period with them. This gives them a chance to observe the beginning of our literacy block and to also interact with the child and the teacher during instructional time. In addition, we offer various activities every month (Cook Shop, Coffee and Conversation, Student of the Month/Perfect Attendance Assemblies, etc..) for our parents to participate in and our goal is to have at least 10% of our parents attend all events.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teachers, educational assistants and the parent coordinator will facilitate workshops on various topics in order to increase parental involvement and engagement. The school will have a minimum of 20 workshops from September 2014-June 2015. As a result, internal surveys will demonstrate that our home/school partnerships are improving and at least 60% of our parents feel that the workshops that we offer meet their needs.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The administration, teachers, parent coordinator, SLT, family worker and PA will meet to discuss ways to improve parental engagement.</p>	<p>Parents/Guardians</p>	<p>August 2014-September 2014</p>	<p>Administration, teachers, parent coordinator are responsible for setting up planning sessions with other members.</p>
<p>Meaningful activities will be built into the monthly calendar and facilitated by various members of the school community.</p>	<p>Parents/Guardians</p>	<p>September 2014-June 2015</p>	<p>Parent coordinator is responsible for creating and distributing the monthly calendar. She is also responsible for maintain attendance records and agendas for the workshops.</p>
<p>Parent Coordinator and administrators will survey parents in order to determine if workshops are meeting their needs.</p>	<p>Parents/Guardians</p>	<p>January 2015</p>	<p>Parent coordinator will survey parents and use results to revise workshop plan if needed.</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Instructional materials (paper, pens, notebooks, parent involvement/engagement booklets, teacher per session/evening workshops</p>

**Part 5 – Budget and Resource Alignment**

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>
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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title I 1003(a)</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>P/F Set-aside</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.													

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 2105, 40% of parents who complete survey will indicate that the workshops being offered are meeting their needs

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Student assessments such as running records, miscue analysis, on-demand writing and results of periodic assessments are reviewed and analyzed to determine ELA intervention services required to ensure students who are not performing at proficiency levels receive AIS in a timely and effective manner.	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 K-5	ELA academic intervention services are provided one-to-one and during small group instruction such as guided reading and writing groups.	The Literacy Block includes an AIS period (45 minutes) 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 Kindergarten-Grade 4.
<b>Mathematics</b>	Criteria for identifying students to receive academic intervention services in Mathematics is determined by reviewing end of modules assessment results, exit slips, etc.	Students receive intervention during Guided Math instruction delivered by classroom teacher. Students are also scheduled for a period of Math Enrichment every week with Math Specialist.	Mathematics intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during Mathematics instructional block.	Intervention services are provided during one-to-one conferences and small group instruction.
<b>Science</b>	Criteria for identifying students to receive academic intervention services in Science is determined by reviewing end of unit assessment results, exit slips, project comments, etc.	Science academic intervention services are provided to students during small group instruction guided by classroom teacher using materials and resources provided by FOSS and Delta instructional resources.	Science intervention services are provided one-to-one and in small groups when teachers provide differentiated instruction during science.	Intervention services are provided during conferences and small group instruction.
<b>Social Studies</b>	Criteria for identifying students to receive academic intervention services in Social Studies is determined by reviewing end of unit assessment results, exit slips, project comments, etc.	Social Studies academic intervention services are provided to students during small group instruction guided by classroom teacher using instructional materials and resources (e.g., multi-media, web-sites, text, etc.) that support concept and/or themes.	Social Studies academic intervention services are provided to students during small group instruction guided by classroom teacher using instructional materials and resources (e.g., multi-media, web-sites, text, etc.) that support concept and/or themes.	Intervention services are provided during conferences and small group instruction.

<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Criteria for determining At-risk services are teacher/administration referrals, crisis or emergency support, additional socialization or transition support identified, mediation and conflict resolution support identified.</p>	<p>One-to-one and small group guidance and counseling sessions.</p>	<p>One-to-one and small group guidance and counseling sessions.</p>	<p>Group guidance and counseling sessions are scheduled once a week or as needed.</p>
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## Section 7: Title I Program Information

**Directions:**

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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**Part 2: All Title I Schools**

**2a. 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.

To recruit highly qualified staff, we consult our network, network schools, consultants and staff for referrals of teachers that hold the appropriate license for the vacancy. For teachers that are not highly qualified, we offer support (e.g., opportunities to enroll in coursework, funding sources, etc.) for him/her to fulfill the requirements for the license area. In order to retain our highly qualified teachers, we offer ongoing professional development to move their teaching practice and offer opportunities for teacher leadership (e.g., grade leaders, planning and facilitating professional development sessions, family workshops, etc.

**2b. 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, administration, paraprofessionals and staff are afforded the opportunity to attend professional development in their specialized areas as well as areas where they need improvement. Professional development is provided for all teachers in the areas of Literacy and Mathematics by Generation Ready consultants. In addition to the professional development provided, our teachers are supported by their grade leaders and have the opportunity to collaborate with grade colleagues 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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

N/A

**3b. 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).

N/A

**Part 4: SWP Schools Only**

**4a. 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.).

PS 463 Pre-Kindergarten teachers have aligned their curriculum to the CCLS. In addition, they collaborate and work closely with Kindergarten teachers when planning units and modules. Our Pre-K staff (teachers and paraprofessionals) participates in all school-wide professional development sessions and school-wide events. Grade meetings are conducted to analyze student data and identify additional supports to address student needs. Monthly workshops on early childhood development and related topics are offered to ensure parents are maintained informed on early childhood program events.

**4b. 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 discuss and review the menu of periodic assessments and assessments aligned to the curriculum and select ones the assessments that will be administered to the students at each respective grade level. Grade level meetings and professional development sessions are conducted prior to the administration of the assessments to review administration, scoring and interpretation of assessment results.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$254,836	X	Page 10, 13, 16,18, 21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$61,067	X	Page 10, 13, 16,18, 21
Title II, Part A	Federal	\$66,599	X	
Title III, Part A	Federal	11,200	X	Page 21
Title III, Immigrant	Federal	\$29,234	X	
Tax Levy (FSF)	Local	1,786,381	X	

### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Urban Scholars Community School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Urban Scholars Community School]** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

**[Urban Scholars Community School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>463</b>
School Name <b>Urban Scholars Community School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Debra Jones</b>	Assistant Principal <b>Ivonne Torres</b>
Coach <b>Marta Fabre</b>	Coach <b>type here</b>
ESL Teacher <b>Miriam Stix</b>	Guidance Counselor <b>Hosea Givan</b>
Teacher/Subject Area <b>Bonnie Ortiz</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Denise Pierce</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

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

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	15		2	2						17
ESL	13			8			1			22

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>28</b>	<b>0</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>39</b>
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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP								
SELECT ONE	1	22	3	16	3	10	3	17	3	16									13	81
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>1</b>	<b>22</b>	<b>3</b>	<b>16</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>17</b>	<b>3</b>	<b>16</b>	<b>0</b>	<b>13</b>	<b>81</b>							

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>36</u>	Number of third language speakers: <u>    </u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>20</u>	Asian: <u>0</u>	Hispanic/Latino: <u>69</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**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
<b>TOTAL</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>22</b>						

## 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
Intermediate(I)		4	3	4	3	1								15
Advanced (A)		1		3		7								11
Total	<b>0</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>34</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>		1		2		0							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

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

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

6. 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.

## 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
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
<b>FOR TBE /DL PROGRAMS:</b> 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**

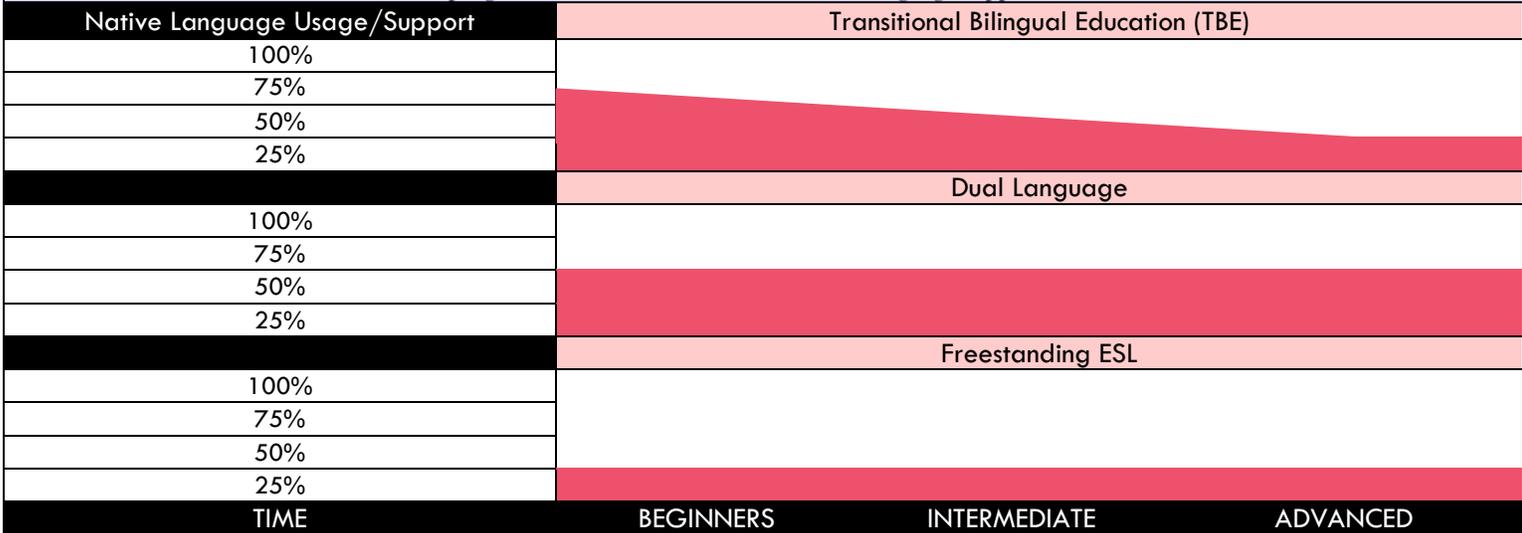
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language 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.



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, speling 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 5<sup>th</sup> 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:

**School Name:** Urban Scholars Community School

**School DBN:** 12X463

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Jones	Principal		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**

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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

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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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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
Total # of ELLs to be served: 40
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

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 3  
# of certified ESL/Bilingual teachers: 3  
# of content area teachers: 0

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: Title III at PS 463 Urban Scholars Community School will provide English Language Learners in Grades 3, 4 and 5 with supplemental instructional services on Wednesdays and Thursdays in an after school program. The program is scheduled to begin in December 2014 through April 2015. The after school program will provide ELLs with an additional 90 minutes of small-group, targeted instruction on Wednesdays and Thursdays to address the needs of ELLs by building their skills in reading comprehension, vocabulary, writing development and their mathematical problem solving skills. The program will engage them in pre-reading, and after-reading activities that will support language and literacy development in addition to providing ELLs with support as they are engaged 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. The language of instruction will be English although native language support will be also be provided. Students will be grouped based on Fountas and Pinnell reading levels and relevant assessment results. The program will utilize materials such as leveled texts for guided reading/strategy group lessons, computer software programs and math manipulatives. Student work and data (e.g., independent reading levels, NYSESLAT and ELL periodic assessment results, item analysis reports, etc.) will be analyzed to identify strengths and needs of ELLs to formulate groups for program. Teachers (3 positions) for the program will be certified bilingual teachers. Imagine Learning, a engaging language and literacy software program, will provide students with support to accelerate English language learning by developing their vocabulary—a key aspect of language acquisition for ELLs. In the program, ELL students are taught vocabulary through videos, pictures, glossaries, and direct translations. Words and concepts are repeated in multiple contexts in various books and activities, which provide students with a rich language experience and deeper understanding. The program highlights both general academic words and content-specific vocabulary words, to support ELLs can use their new vocabulary across the curriculum throughout the day. Additionally, before students read informational leveled texts, key words are clarified and defined in the student’s first language.

**Part C: Professional Development**

### Part C: Professional Development

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

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

Begin description here: Title III professional development will advance and support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas. Rigorous professional learning will be directly tied to providing teachers of ELLs with support to plan and implement effective lessons and related tasks that will ensure ELLs are prepared to meet the high expectations of Common Core Learning Standards. We will offer expanded 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. Professional development activities will include on-site sessions facilitated by Generation Ready consultant. In addition, teachers of ELLs and ESL teacher will participate in conferences provided by Network and the NYCDOE Office of English Language Learners. PS 463 will provide teachers of ELLs with the professional development to advance their knowledge of instructional models that accelerate literacy and language development to ensure ELLs make gains towards meeting the Common Core Learning Standards. Professional development themes will include training on analysis of diagnostic assessments and its implications for driving instruction. More specifically, teachers of ELLs will participate in professional development to ensure that they are planning and implementing lessons that provide appropriate scaffolds and supports for ELLs. Title III will provide the funds to continue partnering with professional development providers such as Generation Ready to further our knowledge of best practices and effective strategies for ELLs. Title III funds will provide teachers with professional development covering topics such literacy and language development and assessments, analysis of student data and implications for instructional planning.

### Part D: Parental Engagement Activities

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

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

Begin description here: Title III funds will be used to expand 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 vocabulary development, reading comprehension and mathematical problem solving skills. Outreach efforts will include the distribution and display of appealing and translated notices and flyers of school events to increase families of ELLs participation in the academic lives of their children. Engagement activities will include ongoing family literacy and mathematics events to showcase and share ways families can 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

**Part D: Parental Engagement Activities**

tests/assessments that are administered to ELLs such as the New York State English Language Achievement. 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 with differentiated and 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"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____