



**2015-16**  
**RENEWAL SCHOOL**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(RSCEP)**

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

**12X463**

**School Name:**

**URBAN SCHOLARS COMMUNITY SCHOOL**

**Principal:**

**DEBRA CLARKE-JONES**

## Renewal School Comprehensive Educational Plan (RSCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Urban Scholars Community School School Number (DBN): 12X463  
Grades Served: PreK-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: Madeline Cotto  
SLT Chairperson: Debra Jones  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
CBO Representative: **Tracee Weston**

**District Information**

District: 12 Superintendent: Rafaela Espinal  
Superintendent's Office Address: 1970 West Farms Road Bronx, NY 10460  
Superintendent's Email Address: [REspina@schools.nyc.gov](mailto:REspina@schools.nyc.gov)  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
Director's Office Address: 1230 Zerega Avenue Bronx, NY 10462/One Fordham Plaza Bronx, NY 10458  
Director's Email Address: [JRuiz2@schools.nyc.gov](mailto:JRuiz2@schools.nyc.gov)  
Phone Number: 718-828-7776/718-741-8895 Fax: 718-828-6280

## Section 2: Executive Summary and Organizing Principles

### **The Objective**

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

### **The core values held as essential for the success of the School Renewal Program:**

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

### **The organizing Theory of Action that guides the [School Renewal Program](#) strategy:**

*By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.*

### **The arc of the School Renewal Program strategy:**

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

### **Structure of the Renewal School Comprehensive Educational Plan (RSCEP)**

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- 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.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- 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.

## Information on the Framework for Great Schools and the DTSDE

### Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

### The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) 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.

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 Framework for Great Schools 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 and Renewal Committees 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 (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<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.
<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.
<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.
<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 administrators value each other.

### Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### **Title I Requirements and Strengthening Title I Parent Involvement**

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### **Next Steps for RSCEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** 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 most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** 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 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** 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.

Treat the plan as a living document. Adjust practices 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 3: School Leadership Team (SLT) Signature Page

**Directions:** All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, 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.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk\*.
4. 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. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. 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.

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Debra Jones	*Principal or Designee	
X	Kyeatta Hendricks	*UFT Chapter Leader or Designee	
X	Madeline Cotto	*PA/PTA President or Designated Co-President	
X	Kim Frazier	DC 37 Representative (staff), if applicable	
		Title I Parent Representative (or Parent Advisory Council Chairperson)	
X	Tracee Weston	Community School Director (staff)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
		Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
X	Twana Rose	Parent	
X	Sabrina Serio	UFT	

Check if SLT	Name	Position and Constituent Group Represented	Signature (Blue Ink)
X	Alice Lorenzo	DC 37	
X	Isabel Lovett	Parent	
X	Shanteriann Romano	Parent	
X	Stephanie Olejarz	Parent	
	Shakinah Thomas	Parent	
		Staff/Parent/Other Contributor	

## Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide 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.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

### **Contextual Information About Our School and the Community:**

PS 463X Urban Scholars Community School, is an elementary school located in the Morrisania section of the South Bronx, with a student population of 312 students in Pre-Kindergarten through Grade Five. Ninety-seven percent of our families are Economically Disadvantaged. Fifty-four percent of our students are Hispanic and 45% are African-American. 13% are English Language Learners and 20% are identified as students with special needs.

Our school is located in the Morrisania section of the South Bronx, which has a population of over 87,000. The majority of residents in the area are of [African American](#) and [Puerto Rican](#) descent. For the past two years, we have seen an influx of families from Central America (e.g., Honduras) and Africa.

More than a quarter-million people in the South Bronx are living in poverty, and Morrisania is located in the 16th Congressional District, the poorest in the nation, according to the U.S. Census Bureau. Almost 40% of its residents live below the poverty line, the new county-by-county Census stats show. The figures are worse for children, with 49 percent living in poverty. The area has been plagued with many social problems associated with poverty such as lack of adequate housing and social services. Many households in the area are headed by a single parent, with median household incomes significantly below city and state averages.

### **Identify any special student populations that the school has and what their specific needs are:**

Over one-third of our student population is living in temporary housing and a growing number of them come to school with a variety of health issues such as chronic asthma. In addition to health concerns, a significant number of students in temporary housing have patterns of chronic absenteeism and may have repeated a grade prior to their enrollment at Urban Scholars Community School. Students in temporary housing may display one or more of the following characteristics: poor health and nutrition, lack access to proper health care, malnutrition, anxiety, poor social interactions, developmental delays, depression, and low self-esteem. As a school community, we work extremely hard to meet our students needs for warm clothing, food and school supplies.

### **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 teachers are encouraged to have high expectations of all students and break down all misconceptions and biases, we believe all students can learn and succeed. We are dedicated to advocating for our students, and collaborating with their parents/guardians and outside agencies to reduce barriers to school attendance and academic success. 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 Walk-a-thon, 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.

### **What are the school's beliefs about student learning?**

Our staff believes that our students have the power within them to become great scholars who can master and develop a love for learning. We believe our teachers can become masters of teaching reading and math, to change our students' lives, to affect generations. When we teach our students to love reading and to read well, they in turn can help their parents and siblings—and, eventually, their own children—learn to read. We believe that if we forge links to literacy with our students, we can empower them to become all that they can be, to contribute to society, to become good citizens. Our teachers believe they can be the catalyst to release and nurture their students' natural power to learn, and they believe that all of their students can learn to read well and love reading. This love for reading and desire to process and soak up information like a sponge will build our student's metacognition in reference to our student's awareness of his or her level of understanding of a topic. Our staff believes that the following are the MOST important ingredients for successful learning:

1. Develop student intention and desire to learn.
2. Activating prior knowledge and helping students make connections to the material they are taught.
3. Teaching & Learning in a way that matches our students' personal learning styles.
4. Optimizing the time you spend studying
5. Helping students identify purpose and pay close attention to their thinking while they are engaged in learning activities.

**Description of the elements of the Framework for Great Schools in which the school made the most progress over the past year:**

**Supportive Environment:**

This past year we have made progress in supporting our students' academic well-being by providing more students with the opportunities to receive intervention after school. In the past, only our students in grades 3-5 were afforded the opportunity to participate in our after school program, but this year all of our 1<sup>st</sup> and 2<sup>nd</sup> grade students were invited as well. In addition to supporting our students' academic needs, we were also able to have an additional period of Academic Intervention Service for six of our classes, where an additional teacher pushed-into a class during the literacy block and provided small group instruction to at-risk students.

Raising student achievement is our number one goal, but we acknowledge that our students' social and emotional well-being is just as important—they go hand in hand. So in order to tap into their talents and have them express themselves beyond the curriculum, we have School Wide Enrichment Clubs every Tuesday where students are engaged in an extra-curricular activity based on their interest. Some examples of the clubs are yoga, jewelry making, modern dance, basketball and soccer. The clubs are facilitated by our teachers and it also allows them to bond with students from other classes and grades as well. According to feedback from our AIR Assessment, one respondent stated "The SEM Clubs bring up our students spirit and confidence and enhances students' well-being both socially and emotionally." Another respondent stated that "The SEM Clubs feeds self-esteem for the students."

**Collaborative Teachers:**

This school year teachers were provided with provided multiple opportunities to plan together as grade level teams and also vertically. Every day teachers on every grade have common preparation periods and every Friday they have mandatory planning sessions during their lunch period. Our vertical teacher teams meet every other Monday and this year we had four teacher teams, opposed to three last year. This year we added the Social/Emotional teacher team based on requests from our staff. According to one of the findings from our 2014-15 Quality Review, "This model of collaboration has contributed to teachers taking on leadership roles and influencing key school-wide instructional decisions. Additionally, on-going inquiry has supported teachers understanding and strengthened professional capacity in implementation of the Common Core Learning Standards.

Our teachers are afforded many opportunities to attend professional development outside of the school. Teachers also research professional development opportunities on their own to improve their own pedagogical practice and they are always allowed to attend.

Inter-visitations having become an integral part of our school culture. In order for teachers to improve, they must be able to see best practices being executed. Teachers are assigned by the administration and mentors to visit classes to observe best practices, but as of this year, our teachers also visit classes on their own. This year, one of the teachers created "March Madness", where during the month of March, teachers visited classes and were given points for doing so. They had to leave the teacher they visited with written feedback and they also has to record what they learned from the teacher. For the 2015-16 school year, we will continue to grow and share best practices as a team.

**Strong Family and Community Ties:**

This school year we began Teamwork Tuesdays with the goal of improving parental engagement and involvement. Every other Tuesday parent workshops are facilitated by the teachers, parent coordinator or an outside agency, such as Learning Leaders. The topics ranged from "How to Help your Child with Homework" to "How to Create a Pillow out of a T-shirt." Our goal was to improve our average attendance at our parent workshops and we were successful. Last year, an average of 8 parents attended our workshops and this school year our average is 20 parents.

Every month, the principal has a monthly breakfast with the parents (Coffee and Conversation) where they voice their concerns about the school and offer suggestions for improvement. After the breakfast, parents take part in Cook Shop for families where they prepare healthy meals and learn about nutrition.

Our efforts have led to an increase in parental participation, and the perception of the school is a welcoming environment. Parents volunteer, there are parent leaders and the tone has allowed them to come into the building more and participate in various learning environments within the school community. (AIR Assessment Data).

**Strengths:**

**Rigorous Instruction:**

This school year we are using Ready Gen for literacy, Foundations (K-2) for phonics, Engage NY (A Story of Units) for Mathematics, Harcourt for Social Studies and FOSS for Science. One of the challenges has been in ensuring that our students are receiving rigorous instruction in Social Studies and Science, so for the 2015-16 school year we will be integrating the aforementioned content areas into our literacy program. The results of the American Institute for Research Assessment clearly identified that our teachers are providing our students with instruction aligned to the CCLS, but now they have to move our students along the Depths of Knowledge continuum. They will be given the opportunity to do more project based learning and teachers will provide them with multiple entry points to ensure that the lessons are accessible for all learners including our Ell's and SWD's. Teachers will participate in professional development sessions and receive on-going support in refining their curriculum maps and lesson plans.

**Accomplishments:**

**Strong partnerships that currently exist with CBO's and/or indicate whether this has been a challenge:**

PS 463 is one of the 94 new community schools working with the Attendance Improvement and Dropout Prevention initiative. PS 463 Urban Scholars Community School has selected East Side House Settlement as its CBO partner for this endeavor. We selected East Side House Settlement to partner with our school and serve as our in-house CBO in mid-November. We collaboratively interviewed and hired a Community Schools Coordinator who is a licensed MSW, and she came on board in January. She has been instrumental in providing references for families to community agencies and services; encouraging, planning and executing immersion experiences for families in our school community. Our CBO coordinated and sponsored a huge Family Engagement celebration called "Community Day" in April, in which needs assessments and focus groups were conducted with our families, with a carnival style backdrop and atmosphere set up outside in the school yard for our students. "Community Day" featured various Community Partners as vendors who were invited to set-up a tables and display-area for sales, to promote health care services, wellness, college and career services, and expose our families to the resources available in the community . In April we hired another Social Worker to assist with providing school based crisis intervention services for students. In May, we were able to hire 2 additional CBO Staffers to work inside our school community as Family Advocates. Our family advocates work specifically with the AIDP (Attendance Intervention/Dropout Prevention) Initiative to raise student attendance for our chronically and severely absent student population with home visits, and mentoring of students who appear to be in crisis when they come to school. Our Family Advocates have been working to build strong relationships with staff, students and families based on trust. As incentives for attendance improvement, our CBO sponsored another family engagement and immersion experience for those students whose attendance improved dramatically since last year. The students and their parents were transported on a chartered bus from the school and taken out to lunch and taken to see one of two Broadway plays, "The Lion King" or "Matilda." Our CBO is also going to make what used to be our school's annual field day into a "Family Fun Day" in which parents will be able to enjoy an exciting fun filled day with food and games, at our school-wide event one day before the last day of the school year to wrap up the school year, raise student attendance on a day in which attendance is usually extremely low, engage families in our final immersion activity for the school year, and collect data from surveys from parents about to gain insight into their thoughts about the overall school year.

**Challenges:**

Currently, one third of our students live in temporary housing and are either on our at-risk or chronically absent attendance list. PS 463X 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 continued to show improvement in attendance. Attendance Improvement Mentors (AIM) provide chronically absent students with individualized monitoring and support.

We have shown the most growth during the previous year in the development of literacy and mathematics curriculum maps. Our curriculum maps are aligned to the Common Core Learning Standards for grades Pre-Kindergarten through 5<sup>th</sup> grade. Key areas of focus for the upcoming school year are moving, and strengthening our teaching practices, embedding explicit vocabulary instruction into our literacy block via “Text Talk”, aligning the Social Studies and Science Scope and Sequence to our literacy curriculum and differentiating instruction to meet the needs of our diverse learners.

**Expanded Learning Time (ELT) opportunities that have been offered to our students this year:**

This school year we were able to offer afterschool through our “Scholars Prep Academy” for Grades 1-5. This was an instructional afterschool program that began on January 28, 2015 and ran until May 28, 2015 every Wednesday and Thursday from 2:20pm-5:00pm. The focus of this program was to raise student achievement in ELA and Math with Common Core Standards based instruction based on students’ specific academic needs.

Our school also has a program called the “Eagle Boys Club,” which our guidance counselor has developed with the local branch of his fraternity Alpha Phi Alpha. Twice a month on Saturday from 10:00am to 1:00pm, our young boys from our 3-5<sup>th</sup> grade classes are engaged in enrichment activities and service learning projects. In this program our students play Chess and Basketball, receive life skills training, learn interviewing skills, brotherhood, being responsible as young men, and learn how to tie a tie. They have gone on trips to the movies, the Botanical Gardens, NBA All Star Week activities for children, and Yankee games at Yankee Stadium. This program also engages parents in family immersion activities such as picnics, and having a chance to chaperone on trips. This year, the Eagle Boys participated in a Community Service project in which they prepared food packages for needy families and gave out 100 turkeys around the Thanksgiving holiday.

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, through conducting needs assessments through interviews, focus groups and surveys with parents and students.

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.

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

**Section 5A – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Our school’s strengths in the area of rigorous instruction are the following:</p> <ul style="list-style-type: none"> <li>Curriculum is aligned to the Common Core Learning Standards and include the instructional shifts</li> <li>All curricula maps include essential questions, enduring understandings, objectives, goals, key ideas, differentiated instruction for English Language Learners and Students with Disabilities, vocabulary, revisions and assessments.</li> <li>Academic tasks allow students to develop rigorous habits and higher order thinking skills</li> </ul> <p>One of the areas found to be in need of improvement as per our Quality Review in January 2015 was in the area of assessment. Our teachers create assessments aligned to the curricula, but they are not using the results of the data consistently to inform instruction. They provide their students with actionable feedback on their final work products, but feedback is not provided consistently while the students are working through the module/unit. In addition, teachers are administering running records every 4-6 weeks, but they are not using the miscue analysis effectively to plan strategy lessons. As a result of this analysis teachers will receive targeted professional development where they will be taught how to use a school wide data system to compile data and analyze the gaps in student learning. They will also be</p>		

taught how to identify students' needs and plan effective lessons that will meet the needs of all learners, including our ELL's and SWD's.

#### Data Source-NYC Quality Review

- Finding: We received a score of developing for Quality Review indicator 2.2. The Quality Review indicated that "While teachers are increasingly creating assessments to align curricula, assessments and rubrics are not yet precise enough to provide teachers and students accurate feedback across all subjects."

#### Data Source- Principal Performance Observation

- Finding: An area of focus from the Principal's Performance Observation was "The principal has made some strategic organizational decisions to support the school's instructional goal, and the next step is to align assessments to curricula, use on-going assessments and grading practices to analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level."

### **Part 2 – Summative Vision for Rigorous Instruction**

In a narrative, outline the Renewal school's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Rigorous instruction will be grounded in a Common Core aligned, coherent curricula that will increase student achievement through the implementation of the Ready Gen reading program and the units of study for writing developed by the Teachers College Reading and Writing Project. "Foundations" will be implemented in Kindergarten through Grade 2 for phonics instruction. Pre-Kindergarten through Grade Five will continue to implement the Story of Units Modules developed by "engageny" for Mathematics. Social Studies instruction will be integrated with the relevant Common Core Learning Standards by utilizing the standards for reading and writing informational text and supported with the Harcourt textbook series. The research-based science curriculum developed by Full Option Science System will (FOSS) be implemented in Kindergarten through Grade Five. The FOSS program provides all students with science experiences to promote understanding of core science ideas in thoughtfully designed learning progressions.

Instructional shifts will be evident by the instructional time where students engage in rich and rigorous evidence based conversations about text that will be embedded into whole class and small group lessons, in addition to student discussions following independent reading. Students will build their knowledge about the world through content-related and meaningful text. Students at PS 463 Urban Scholars Community School will be engaged in rigorous writing tasks that will emphasize the use of evidence from sources (e.g., informational text, periodicals, etc.) to inform or make an argument.

Pedagogical practices will include teachers providing students with clear expectations and guiding students through learning tasks that offers students challenging instruction with appropriate differentiation and scaffolds. Learning tasks

will actively engage students in intellectual activity with learning progressions to meet unit goals. Assessments will be aligned to the curricula and teachers will utilize ongoing assessment results to customize instructional planning as grade teams and at the classroom levels. The use of student learning data will drive curriculum and instructional planning. Teachers will use ongoing assessment data to plan the multiple entry points that will be best suited for student to approach concept of topic. Teachers will design curricula that will present students with entry points to gain knowledge, develop their comprehension, learn how to apply information and knowledge gained, improve their analysis skills, integrate knowledge and compare and assess and verify value of evidence and ideas.

A review of data collected by analyzing contour maps generated from teachers' responses on the Survey of Enacted Curriculum (March 2014) suggests that teacher kindergarten through second grade will dedicate less instructional time to phonics instruction to align instruction with the Common Core. PS 463 teachers will continue to adjust and refine the literacy curricula and customize Ready Gen units to ensure that our students are engaged in tasks that address the instructional shifts of students reading a balance of informational and literary texts. Teachers (Grades K-5) will also support the development of the academic vocabulary students need to access grade level complex texts by increasing instructional time spent on language study and vocabulary development with students recalling, explaining and performing procedures, generating, creating and demonstrating. This will support PS 463 to expand the transferable vocabulary they need to access grade level complex texts.

Analysis of student data will be integral to the implementation of Expanded Learning Time. The use of student learning data in addition to students' interest surveys will drive ELT planning and program implementation. In collaboration with our community partner, PS 463 will provide instruction and programs to serve the needs of our students.

Consistency will be supported across faculty and community educators by the implementation of engaging, rigorous and coherent curricula that will be seamlessly integrated into Expanded Learning Time. Learning tasks will be made accessible by a variety of learners and aligned to content standards and/or Common Core Learning Standards. Caregivers will be invited into the classrooms to observe what the students are learning and to learn how to support their children at home.

Assessments will include the administration of running records, on-demand writing, performance based assessments, pre- and post-unit assessments, exit slips, periodic assessments. Student learning data will be collected, reviewed and analyzed by school leaders and teachers with support from consultants and shared in a systematic way to promote accountability and increase coherence of effective practices across the school.

By year two, we expect that 5% percent will show measurable growth in ELA and 5% percent will show growth in Math.

### **Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all grade level teams will collaboratively develop rigorous curriculum maps that allow for multiple points of entry, and consistently use targeted instructional practices based on data, to raise academic achievement for all learners, including our ELL's and SWD's, evidenced by students making at least one year's progress based on the student's grade levels as measured by the Fountas and Pinnell Benchmark Assessment System and a 5% increase on the NYS ELA assessment.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Staff will attend professional development on how to upload data into the Datacatation infrastructure (data collection system), analyze the results and use the results to plan lessons aligned to the CCLS.</p>	<p>Teachers K-5 and administrators</p>	<p>September 2015</p>	<p>REACH data consultants</p>
<p>Establish a consistent collection of multiple measures of data to be used to support instructional groupings, differentiate instruction and provide targeted intervention to our students.</p>	<p>Teachers K-5 and administrators</p>	<p>September 2015-October 2015</p>	<p>REACH data consultants</p>
<p>Administration of running records every 4 weeks using Fountas and Pinnell Running Records and analyzing miscue analysis to guide daily instruction and plan lessons aligned to CCLS.</p>	<p>Teachers K-5 and administrators</p>	<p>September 2015-June 2016</p>	<p>REACH data consultants, administrators, literacy coach, literacy consultant and math consultant</p>
<p>Administrators will conduct frequent observations to monitor teacher practice, student performance and provide feedback to improve instructional outcomes.</p>	<p>Teachers K-5</p>	<p>September 2015-June 2016</p>	<p>Principal, Asst. Principal</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Resources needed: Funding for Datacatation software, literacy and math consultants, per diem for teachers to attend professional development/inter-visitations, teacher per session for planning, Saturday professional development sessions and after school programs</p>
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016 90% of our students will have moved an minimum of 2 reading levels as measured by Fountas and Pinnell Benchmark system (Running Records).</p>
<p><b>Part 6b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

**Section 5B – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>Currently we have a school wide behavior system aligned to the PBIS Framework and it is utilized by all staff members. Speaking the same language and students having a clear understanding of how they conduct themselves is one of our strengths. In addition, our caregivers are aware of of behavior system and when discussing their child's misbehavior, all staff members are able to articulate the consequences for the student's actions. In addition, another strength is that our teachers have developed their own tool kits to deal with conflicts in the classrooms. They have worked extremely hard to build community and to hold their student's accountable for the actions.</p>		
<p>According to the 2013-14 Learning Environment Survey, 25 % of our teachers stated that “they feel that there isn’t a person or program that helps students resolve conflicts. We currently have a school-wide behavior system that was formulated using methodologies from PBIS and we also use Class Dojo to celebrate appropriate behavior, but it is evident that more support is needed for our students.</p>		
<p>As of January 2015 we began our partnership with East Side House Settlement. In addition to helping us improve our students’ attendance, they are also vested in supporting our students’ social and emotional well-being. Their team will</p>		

work our students to teach them skills and strategies to resolve conflict and these students will become peer mediators for our school community.

Data Source- Learning Environment Survey

- Finding: Teachers completed the Learning Environment Survey and the results revealed that 25% of the teachers in our school feel that there isn't a person or program available that helps students resolve conflicts.

Data Source- American Institute of Research

- "Leadership and staff at Urban Scholars described social and emotional supports as a high need area for their students. However, the principal stated that she has seen growth in this area."

Data Source-Principal Performance Observation

- Finding: "There is a school wide behavior plan using ideas from PBIS that parents and students' value. The school also uses an APP, Class Dojo, where teachers give rewards and track consequences in real time."

## **Part 2 – Summative Vision for Supportive Environment**

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

### **How do we want school stakeholders to describe our school?**

We strive to have our stakeholders view PS463 as an effective school where students can feel safe, physically and emotionally. We want to be viewed as a school with a supportive environment, which fosters a community where our students and teachers of diverse backgrounds can focus on learning and divining purpose. We want to be viewed as a school that creates a climate of safety, in the halls and in the classrooms, which is free of behavior like fighting, bullying, and harassment. We want to achieve a safe environment where our scholars are free to reach their potential academically, by focusing on preventing misbehavior by implementing school-wide "positive behavior interventions." These interventions will stress socialization skills and emotional learning, to teach students conflict resolution and cultural understanding.

Our teachers, parents, administrators and other mentors will need to encourage the creation of a holistic learning environment in which our scholars treat our school and their classrooms as "sacred places." How society values school as a whole culture has everything to do with how students will engage with their own education. Our hope is that our students will regard our school as an institution with higher respect, so they will enter the school with attitudes more conducive to learning.

We want our stakeholders to believe that our teachers genuinely believe that every child has the raw materials to be a successful student. This means that our teachers will make a conscious effort to give equal opportunity for all students

to respond during class, provide thoughtful feedback to every student, and are willing to re-teach concepts that students have not mastered.

**What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students and indicate how your attendance and chronic absenteeism rates will improve?**

Our CBO Partnership with East Side Settlement has been working to help raise student attendance by utilizing the CBO staff to assist with the creation of Peer Mediation, and school wide restorative justice initiative to help students grow from their mistakes and work on identifying triggers and reducing incidents in which poor decisions lead to punishments without a rehabilitative component in which students become more aware of the benefits of having a choice to choose right from wrong. Our CBO is also setting up partnerships with local mental health agencies as well as the School Based Support Team in our school to provide references for community agencies and services. They will work with the staff to provide insight on childhood trauma and the effect it has on academic performance with many of our students who are in crisis or at risk. The CBO in conjunction with the staff will create and implement the goals of the “Student Success Summit Team,” whose goal is to raise student attendance and break down barriers to regular school attendance for our students and our families. This team will consist of the following team members/mentors.

- Principal
- Attendance Teacher
- Community School Coordinator (CBO Staff)
- Community School Social Worker (CBO Staff)
- Guidance Counselor
- Parent Coordinator
- Family Advocates (CBO Staff)
- Family Workers

Mentors will meet on a weekly basis to review student attendance. Mentors will be assigned to a grade level to monitor student attendance. Mentors will conduct outreach efforts to parents/guardians to discuss student attendance, identify and break down barriers to regular school attendance and serve as a resource to assist the family. Mentors will notify state agencies of Educational Neglect when instructed by the Principal. The CBO will support and participate in the analysis of our school’s attendance patterns to ensure that prevention and intervention activities are data driven. Mentors will meet with parents of students who have missed 5 or more days of school to collect additional data surrounding their absenteeism.

**How is student voice and leadership supported?**

Student voice and leadership will be supported by the creation of our peer mediation program in which students will be interviewed and trained to support and mediate conflicts between peers and help create trust and foster a supportive learning environment for their peers. Students will be able to have opportunities to lead the morning announcements to build their public speaking skills, and lead the whole school morning meeting with the pledge of allegiance at the beginning of the school day.

**What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?**

Our school has adopted the Positive Behavior & Intervention Supports learning framework. This system has been implemented school wide with the “Class Dojo” online PBIS program. This online behavior intervention tool encourages students by giving them positive feedback on the skills that matters most in each teacher’s classroom; engages parents with a simple communication tool for parents with ClassDojo Reports and instant messaging. The program also allows parents to download the “Class Dojo” app on their smartphones to monitor their child’s progress remotely, day by day and weekly with classroom teachers. Class Dojo has been a success so far in interconnecting our student’s mental health with school-wide positive behavior support. Class Dojo has also been a great tool for helping students make progress on their Individual Behavior Intervention Plans.

**How should the school be more proactive in promoting improved students social-emotional skills ? How should counseling happen?**

Our school can become more proactive in promoting improvements in our students’ social-emotional needs by introducing a new school wide method of approaching, healing and dealing with all of our students. Children usually look for someone they can trust, who will give them honest replies to big questions and solutions to problems they are facing. Children need to be able to talk about serious things such as death, depression and despair, and they will need a safe place where they can talk. Finding safe spaces to talk, and staff they can trust can foster an environment of attitudinal healing. Counseling and day to day interactions with students and staff will be driven by the following tenets:

- The principles of this type of healing introduce the dynamic of CHOICE into a psychological process. Each principle offers an opportunity to step through the fear, conflict or separation students may be feeling, and often recycling, and to make a choice to experience peace of mind instead, even in extreme situations. Attitudinal Healing defines health as inner peace and healing as letting go of fear.
- We have to allow space for self-healing.
- We need to allow our students to release their past traumas.
- We are the HELP our students seek.
- We need to become the Peaceful Presence and Preference for our students.
- We can respond to our students with love and compassion even when they are in crisis.
- We can teach them that other realities await them, they have to open their minds to the choices right in front of them. We can offer a new perspective, and lend an ear.
- Happiness is a choice. Forgiveness is a choice. Patience is a choice.
- Our Goal is Peace in the Classroom for all students to support a safe and nurturing learning environment.
- If there is peace, we can teach and our students can learn and teach us.
- Read your students faces. Don't ignore the angry or sad child. They need the most love.
- Provide children with choices.
- Discuss “Vacant Self-Esteem,” help students become aware of this within themselves.
- Tailor instruction by choosing fiction and non-fiction books, & newspaper articles that help students make real world connections to learning experiences.

- Make learning fun. If your classroom is a fun & safe space for a child to learn, your classroom can become a child's safe haven. It could become the place a child can't wait to be.
- Learning can become an escape from their pain.
- The classroom can become a place to rewire themselves out of the exaggerated fight or flight responses associated with trauma and heal.

**How will your school team measure social-emotional development and use data to respond to students social and emotional needs?**

Our school team will measure social-emotional development by looking at attendance rates, classroom environment, Class Dojo data, functional behavioral assessments, behavior intervention plan effectiveness, counseling notes, a decrease in classroom disruptions, a decrease in the number of ORR's reports and suspensions per school year, an increase in student engagement, an overall increase in academic performance as evidenced by the progression of student reading levels, class work, student portfolio's and a marked decrease in time spent mediating disputes and conflicts during the school day. We will conduct needs assessments to determine which types of interventions would work best for our students because not every approach is "one size fits all." We will determine the root of our students' individual needs in clusters to determine which counseling models fit their specific counseling needs to plan appropriate interventions on a case by case basis.

**How would teachers, community partners and school leaders use data to respond to student social and emotional needs?** Students that are referred to our mental health provider or guidance counselor will be assessed and teachers, administrators and community based staff will use that data to provide the student with targeted intervention. Students will be taught specific skills and strategies to help them manage the behaviors that are being exhibited. For example, if a student is having difficulty resolving conflicts, they will become a member of our Peer Mediation Group in order to learn various ways to handle conflict and to eventually become a peer mediator.

Indicate how your attendance and chronic absenteeism will improve. Our attendance will improve by 2% and our number of chronically absent students will decrease by 2% as well.

**Part 3 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all students, with a focus on our at-risk population, will be trained to become peer mediators resulting in a 6% decrease in OORS incidents.

**Part 4 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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>• Engage families and expand their understanding of a supportive environment in order to support their children at home.</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? (include school, educational consultants and/or CBO staff)</i></p>
<p>East Side House Settlement staff will work with teachers and guidance counselor to identify students who need support in resolving conflicts.</p>	<p>Students Grades K-5</p>	<p>September-- early October 2015</p>	<p>Family workers (2), social worker, guidance counselor, teachers-Grades K-5</p>
<p>East Side House Settlement staff and guidance counselor will work with small groups of students a minimum of twice a week to teach the students conflict resolution skills. The will use the Restorative Approaches as a framework when working with the students.</p>	<p>Identified at-risk students grades K-5</p>	<p>October 2015-March 2016</p>	<p>Family workers, social worker, guidance counselor</p>
<p>East Side House Settlement staff and guidance counselor will identify and train specific students to become peer mediators. Mediators will be introduced to the school community via a special recognition ceremony.</p>	<p>Identified students grades K-5</p>	<p>April 2016- June 2016</p>	<p>Family workers, social worker, guidance counselor</p>
<p>Monthly attendance assemblies will be held to recognize students with improved attendance and good citizenship (Student of the Month). Parents will be invited to he assemblies and also receive recognition for the efforts.</p>	<p>Students Grades K-5</p>	<p>September 2015-June 2016</p>	<p>Teachers, Attendance Team, Family workers, social worker, guidance counselor</p>

**Part 5 – Budget and Resource Alignment**

<p><b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>The resources needed for this goal will be funded by East Side House Settlement. We will have a mental health provider on-site and they will provide our students and families with the services and supports needed. They will train our staff members on how to identify at-risk behaviors and also how to make referrals to the provider.</p>										
<p><b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>	<p>X</p>	<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>P/F Set-aside</b></p>		<p><b>21<sup>st</sup> Century</b></p>	<p><b>C4E</b></p>

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>
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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. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, our percentage of students absent 10 or more days will have decreased by 3% as evidenced by the RCUA ATS report..

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>Strengths: During the 2014-15 school year our teachers began to embed the content of our Social Studies units into their curriculum maps. Students had the opportunities to do more projects to demonstrate their learning of various concepts and they also were able to make their thinking visible through those projects. Teachers planned Social Studies activities with our literacy consultant and began to align them to our literacy maps.</p> <p>Based on feedback from our OR in January 2015, it was stated that “Across classrooms, pedagogical practices inconsistently provide multiple entry points into the curricula.” In addition, according to one of the findings from our AIR Assessment, “ Literacy needs to be integrated with other subject in order to raise the level of cognitive demand of our students.” In order to meet the needs of all of our students and raise academic achievement, all teachers will receive targeted professional development and sustained support from our literacy consultant and coach in aligning our literacy curriculum to the NYS Social Studies and Science scope and sequence. Our math consultant will work in conjunction with the aforementioned staff members to ensure that our math curriculum is aligned to the CCLS and rigorous tasks are embedded to meet the needs of all learners.</p> <p>Data source-Quality Review</p> <ul style="list-style-type: none"> <li>Finding: We received a score of developing for Quality Review indicator 1.2. “Across classrooms, pedagogical practices inconsistently provide multiple entry points into the curriculum.”</li> </ul>		

**Part 2 – Summative Vision for Collaborative Teachers**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. How is the school organized to promote teacher collaboration?
2. What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?
3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Our school is organized to promote teacher collaboration by scheduling common prep periods for teachers on each grade, and by our SBO for Friday lunch meetings, where grade teams sit together and plan lessons collaboratively for the following week. Our school also has established Professional Learning Committees (PLC’s) for Reading, Writing, Math, and Social-Emotional intervention. These committees meet twice a month to share best practices and analyze student work to collect data and conduct a needs assessment in areas in which instructional practices, and students’ academic needs can be determined.

**What do teaching and learning look like? What underlying principles would influence the creation of units and lesson plans?**

All of the teachers and members of our school community are committed to the mission that all students can and will learn, and take responsibility for their impact on delivering the curriculum to meet all of the academic needs of our students and create stimulating learning environments. Our curriculum mapping, unit creation and lesson planning is designed with the mission in mind, it becomes easier to identify gaps in students’ education and address the deficiencies. Our school strives to operate as one effective organism instead of a loose network of individuals with their own agendas. The mission that all students can learn and achieve academic progress and success is an ideal that guides everyone’s efforts on a daily basis.

**What data should teachers review regularly to ensure they plan for individual student needs?**

Students are regularly assessed for understanding in guided reading groups, with daily conferencing on their academic progress, and frequent check-ins to determine understanding. Frequent teacher-written conference notes, and progress notes on student goal sheets, give teachers the information they need to make changes if some or all students aren’t mastering class material. Our teachers assess the students’ learning more holistically and less formally than standardized exams relying less on multiple-choice tests and giving more attention to portfolios and presentations. Students are encouraged to monitor themselves by keeping progress charts and revisiting graded assignments. Our students also conduct student-led parent teacher conferences in which they have the opportunity to share some of their best work with parents and guardians, and have the opportunity to openly share what skills they were struggling with in all academic subjects.

**How are teachers providing opportunities for to deepen learning for higher achieving students?** Higher achieving students tend to learn the things they spend the most time on. Our teachers are aware of limited instruction time and create lesson plans with that in mind. Keeping the mission at the forefront, teachers must create a lesson that allows for not just all material to be covered, but also for it to be mastered, within the time constraints of the class. The lessons are be flexible enough to allow re-teaching when the students are having trouble with certain key concepts, and have differentiated activities following the lesson to meet the needs of the struggling students, while providing challenging activities for the higher achieving students. Higher achieving students will also have access to more difficult books that challenge their thinking on the school wide “MyON” software platform, in which book choices and learning opportunities can be individualized and tailored to the reading level and skill level of the student.

At times our teachers must practice “organized abandonment” when approaching their lesson plans. If students aren’t mastering fundamental skills like reading, then our teachers may have to abandon lower-priority learning experiences until students are caught up to the appropriate standards. While organized abandonment is essential for true learning in limited time frames, the higher achieving students are still given opportunities to explore these topics and skills, their peers may not be ready to grasp in differentiated center activities.

**What system do teachers use to ensure that every child is safe in their class?**

Many of our teachers work to ensure that every child is safe in their class by fostering partnerships with parents. Our teachers foster a climate of regular communication with parents. At the most basic level, our teachers and staff must be able to rely on parents to get their children to school on time and regularly, and parents must be assured that their children are entering a safe and caring place. A true home and school partnership at PS463 goes much further. Teachers want to work together with parents to help children get the most out of their assignments. We believe many of our parents try to devote time to tutor their children, and our teachers are working on providing clear directions for how parents can help their children academically in a productive way. This strategy is most effective in our school when teachers and parents have an open line of communication and can share notes on the student’s progress.

**How do you intend to use community educators / partners to support a collaborative teaching approach?**

Our school staff attempts to go beyond purely academic matters when it comes to bridging home and school. In the relationship between home and school, parents and other community agencies can work together to address problems that are not uniquely school-based. Childhood trauma, hunger, homelessness, depression, and grief “are all serious problems where the school can contribute to the solution, but the school can’t solve them alone.” In an ideal situation, the community as a whole works as a team to tackle these issues and creates a better environment for learning, and a better society. Our partnerships with our CBO and the resources we now have in place in our school will assist in helping teachers to be more effective in working together to maximize the effectiveness of collaboration for all stakeholders in our school.

**How are teachers providing opportunities to deepen learning for higher achieving students?** Higher achieving students are assigned projects to demonstrate their understanding of the content. In addition, instruction is differentiated for the assigned tasks where students are required to perform at a level where they are exceeding the standards.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, all grade level teams will collaboratively integrate Science, Social Studies and Technology into their literacy curriculum maps, and instructional practices as evidenced by a 5% increase in the average ELA proficiency rating as measured by the NY State ELA proficiency rating.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></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 promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Literacy consultant, literacy coach and principal will facilitate professional development sessions in literacy, Science, Mathematics and Social Studies with the teachers focused on the CCLS and aligning our curriculum to the standards. Professional Development topics include how to align Science, Social Studies and Literacy and deliver an integrated approach.</p> <p>Teachers will use the Social Studies and Science Scope and Sequence, to embed rigorous and common core aligned lessons and tasks to their literacy curriculum maps.</p>	<p>Teachers Prek-5</p>	<p>June 2015-October 2015</p>	<p>Literacy consultant, literacy coach, administrator, instructional leads</p>
<p>Teachers will revise maps throughout the year, and embed tasks and projects that will improve the student’s critical thinking skills and help to deepen their understanding of the content being taught.</p>	<p>Teachers Prek-5</p>	<p>October 2015-June 2016</p>	<p>Literacy consultant, all teachers, literacy coach, administrators, instructional leads</p>
<p>Teachers will use the text <u>Making Thinking Visible</u> (Ron Ritchhart) and apply what they have learned when creating lessons and tasks to meet the needs of all learners, including our ELL’s and Students with Disabilities.</p>	<p>Teachers Prek-5</p>	<p>September 2015-June 2016</p>	<p>All teachers</p>
<p>Administrators, consultants, coaches will plan a curriculum night for parents in the beginning of the school year. In addition, during parent teacher conferences workshops will be offered and the topics will be based on the responses to the parent survey that will be given in September 2015.</p>	<p>Parents/Guardians</p>	<p>September 2015, November 2015, March 2016 and May 2016</p>	<p>Administrators, literacy coach, East Side House Settlement Staff</p>

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for curriculum mapping, funds to pay for literacy and math consultant, 30 copies of professional text for teachers, per diem for substitutes											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century	X	C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 2016, a minimum of three modules per grade will have been developed and will be fully aligned to the CCLS. All modules will include rigorous tasks, multiple entry points and provide the necessary supports to make the content accessible to all learners.											
<b>Part 6b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

**Section 5D – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul> <p>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.</p> <p>Strengths: This year, administrators have been very diligent in monitoring their growth (via the Advance dashboard) in regards to their identifying what component of the Danielson Framework that they need more support with, providing them with timely feedback and next steps. Administrators, consultants and the literacy coach will facilitate professional development sessions that are needed to assist staff in their development of differentiated practices to assist all students, including Ell's and SWD's in making adequate yearly progress.</p> <p>Data Source-Principal Performance Observation</p> <ul style="list-style-type: none"> <li>Finding: In reference to Quality Indicator 4.1 on the Principal Performance Observation, in order to build consistency, administrators must use the Danielson Framework and engage in feedback that is more inclusive of student learning outcomes and evidence of student work products.</li> </ul>		

- Administrators will meet weekly to review Advance data, set observation targets, identify trends and plan differentiated professional development.
- Administrators will develop an observation calendar

## **Part 2 – Summative Vision for Effective School Leadership**

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students’ academic and social-emotional needs are being met?
2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students’ needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

School leaders will articulate and advance a shared vision and mission to the entire school community by leading by example and maintaining a culture of trust and positive attitudes that fosters the academic and personal growth of students and adults at PS 463 Urban Scholars Community School.

School leaders will gather low-inference data from classroom observations and analyze student learning data and related data (e.g., attendance) to establish a clear instructional vision of school improvement and articulate the data-based goals that will be monitored.

The principal will ensure that our partnership with East Side House Settlement is strong by securing the active participation of the Community School Coordinator in weekly cabinet meetings, bi-monthly School Based Leadership meetings, and staff conferences. School leadership and CBO partnership staff will meet to articulate academic, social-emotional, behavior and attendance goals and develop data-based goals, a detailed plan of action that identify key staff members, related tasks and time frames.

School leaders will establish an assessment calendar and related reporting timelines. School leaders will schedule monthly grade team meetings to review student learning data and bimonthly sessions with individual teachers to guide and support teachers in meeting student learning needs and elevate instructional practices. Supports such as coaching, inter-visitations, reading professional text, support with planning whole class and small group instruction, professional development for conferring, miscue analysis, use of technology in instruction will be provided by school leaders, coach, or consultants.

Student and teacher programs will be directly aligned to the school’s instructional, social-emotional, behavior and attendance goals.

School leader will delegate the supervision of select grades to the assistant principal. Assistant principal will be responsible for planning and facilitating professional development that is aligned with instructional goals and continues to move teacher practice to meet student learning. The assistant principal will observe teachers using Danielson Framework for Teaching and monitor learning outcomes to ensure effective instructional practices and strategies are implemented.

The Community School Coordinator will work alongside school leaders to ensure programs and activities that seamlessly integrate social services and expanded learning time opportunities into the school to better serve the needs of students. These programs will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Following observations, school leaders will provide teacher accurate and actionable feedback that will promote professional growth and reflection to develop the teacher’s pedagogy.

Evidence based systems to ensure school and individuals continue to improve will be established. To ensure students’ need are met, school leaders will establish cycles of one-on-one conversations with teachers to articulate goals and next steps to monitor progress every two months. Student learning data and student work products, Danielson’s Framework for Teaching feedback and curricula will all be referenced to ensure that teachers are making strides in the shifts in pedagogy required by the Common Core. By establishing a consistent process to monitor progress throughout the school year, PS 463 Urban Scholars Community School will assess the effectiveness of strategies in improving student performance.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, 70% of our teachers will have demonstrated improved pedagogical practice as measured by component 1E (Designing Coherent Instruction) of the Danielson Framework for Teaching.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></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 promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>Teachers will receive training on how to utilize the Danielson Framework to improve their practice.</p>	<p>All teachers</p>	<p>September 2015- November 2015</p>	<p>Administrators</p>

Administrators will meet weekly to analyze Advance data and discuss teacher performance and the components that teachers need to improve. Supports and professional development sessions will be put in place for teachers and administrators will follow up in a timely matter.	All teachers	September 2015-June 2016	Administrators, literacy coach, math and literacy consultants
Administrators will arrange for teachers to visit Effective and Highly Effective teachers to observe best practices.	All teachers	October 2015-May 2016	Administrators, Select teachers (effective and highly effective)
Administrators, consultants and the literacy coach will meet with teachers to analyze student work to determine areas of weakness in instructional practices.  Grade level teams and vertical teams will use a set protocol to analyze student work weekly to determine areas of student weakness and design coherent lessons to meet the needs of all learners.	All teachers	September 2015-May 2016	Administrators literacy coach, math and literacy consultants,

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per diem to hire substitutes to cover classes for inter visitations, funds to pay for literacy and math consultants, per session-professional development after school											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>By February 2016, 35% of our teachers will have demonstrated improved pedagogical practice as measured by component 1E (Designing Coherent Instruction) of the Danielson Framework for Teaching</u>
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>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), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools 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 trends and sources.</li> </ul>		
<p>During the 2014-15 school year, an average of twenty (20) 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.</p> <p>For the 2015-16 school year our team from East Side House Settlement will be engaging our families in workshops to meet their needs outside of school, as well as in school. They will also be able to refer our parents to other community based organizations to get needed resources and support if it cannot be offered the school level.</p> <p>Data Source-Quality Review</p> <ul style="list-style-type: none"> <li>Findings: “Parents reported that Teamwork Tuesday Workshops that are led by teachers and the parent coordinator provide parents with information about Common Core Learning Standards, curricula expectations and strategies that help them support their children at home.</li> </ul> <p>Data Source-American Institute for Research</p>		

- Finding: “Respondents reported that the strategies in the needs assessment have begun yielding results. The number of parents involved in the aforementioned events has now risen to an average of 20 from the average of eight last year.”

## **Part 2 – Summative Vision for Strong Family and Community Ties**

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

As a Community School, we immediately began to work with our community partner, East Side House Settlement, to establish and refine systems to ensure that all families are welcomed and made a part of the school community. We have displayed welcome banners at the main entrance that include our vision of working together to improve student achievement. Our school safety officer receives our monthly calendar and is kept informed of home-school events that are scheduled throughout each month to remind and direct parents/guardians when they drop off their child(ren).

Urban Scholars Community School provides support to families by offering a range of forums for parental involvement. Every month we offer Coffee and Conversation with the Principal where parents/guardians are invited to come in to have breakfast and hear about ongoing and planned home-school events. Following brief announcements and updates, parents/guardians are invited to share feedback, concerns, or comments. During Coffee with the Principal, information regarding programs such Learning Leaders, district and city family events are shared and parents/guardians are recruited. Following Coffee with Principal, we schedule Cook Shop for Families and Parent Association monthly meetings.

PS 463 Urban Scholars Community School has designated Tuesdays as “Teamwork Tuesdays” at PS 463 and offer a range of events/activities to keep parents actively engaged and informed about what their child is learning. Two “Teamwork Tuesdays” of the month are dedicated to parent workshops, which are facilitated by the teachers and the parent coordinator. We also have monthly “Morning Drop Off” classroom visits where parents accompany their children to school and spend the first period of the instructional day with them in their classrooms. Classroom visits affords families an opportunity to observe and experience how our literacy block is conducted and to also interact with their child and the teacher during instructional time. In addition to “Morning Drop Off” we have conducted school-wide writing publication and reading events throughout the school year to celebrate our students’ literacy development.

We have established a dedicated space for families to come in for small group sessions, to meet with the Parent Coordinator, CBO staff, or to have access to computers to enroll in initiatives and programs that will support our students’ success.

To support student success the CBO will work towards improving student attendance by increasing parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available.

Urban Scholars Community School will host an Open House/Orientation and offer quarterly workshops to parents and families to provide the following information: risk factors associated with chronic absenteeism; describe the risks associated with attendance; highlight the importance and benefits of students attending school on a regular basis; and note the resources available at PS 463 Urban Scholars Community School to improve student attendance.

**Part 3 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, the school will conduct a minimum of 25 workshops, and as a result, **internal surveys** will demonstrate that our/home school partnerships are improving and at least 65% of our parents feel that the workshops that we offer meet their needs.

**Part 4 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p>The administration, teachers, parent coordinator, SLT, family, worker, CBO Team and PA will meet to discuss ways to improve parental engagement.</p> <p>Parent/Guardians will be surveyed at the beginning to assess their needs and how we can support them and their children.</p>	<p>Parents/Guardians</p>	<p>August 2015-September 2015</p>	<p>Administration, CBO Team, teachers, parent coordinator is responsible for setting up planning sessions with other members.</p>
<p>Meaningful activities, based on the survey results, will be built into the monthly calendar and facilitated by various members of the school community.</p>	<p>Parents/Guardians</p>	<p>September 2015-June 2016</p>	<p>Parent coordinator is responsible for creating and distributing the monthly calendar. She is also responsible for maintaining attendance records and agendas for the workshops.</p>

Parent workshops will be facilitated by staff members, CBO staff and Learning Leaders.			
Parent Coordinator Community Coordinator will survey parents/guardians to determine if workshops are meeting their needs.	Parents/Guardians	February 2016	Parent Coordinator and Community coordinator
Care giver workshops will be held to address the needs of English Language Learners and Students with Disabilities.	Parents/Guardians	November 2015-May 2016	Community coordinator, Learning Leaders, IEP Teacher

**Part 5 – Budget and Resource Alignment**

<b>Part 5a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Instructional supplies (paper, pens, notebooks), funds to pay Learning Leaders-workshops, per diem for teacher coverages											
<b>Part 5b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>By February, 2106, 40% of parents who complete survey will indicate that the workshops being offered are meeting their needs</u>
<b>Part 6b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 6: Expanded Learning Time (ELT) Program Description

**Directions:** Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

### **Part 1 – ELT Program Goal(s)**

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
The Expanded Learning Time Program at PS 463 Urban Scholars Community School will provide students with educational experiences that will lead to higher student achievement in core academic areas, improve student attendance and promote students’ social-emotional growth and well-being. Our goal for the 2015-2016 school year is to increase the level of vocabulary acquisition and improve reading comprehension. Student success will be measured by the Fountas and Pinnell Assessment System.

### **Part 2 – ELT Program Type**

Is the ELT program voluntary or compulsory?		Voluntary	X	Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
N/A				

### **Part 3 – ELT Program Description**

<b>Target Population:</b> The ELT program for a Renewal School will be offered to <b>all students</b> in the school.
Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? How will CBO staff and the school’s teachers be integrated to provide a seamless learning day? <ul style="list-style-type: none"> <li>• Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.</li> <li>• Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.</li> <li>• What new content areas and opportunities will be offered to students?</li> <li>• Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.</li> <li>• Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.</li> <li>• How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?</li> <li>• How will outreach be made to families?</li> </ul>

PS 463 will integrate academics, enrichment and skills development to plan and implement a rigorous program of instruction that will lead to higher student achievement.

The CBO staff, in close coordination with school leaders and staff, will develop the plan to offer a range of activities and programs that will engage PS 463 Urban Scholars Community School students in learning tasks that will meet their needs such as additional support in core academic areas or small group re-teaching. Students will be asked to complete brief surveys to capture information regarding their interests to maximize student engagement.

New programs and opportunities will be offered to students in the areas of dance, movement, science and technology and the visual arts. Instruction in core academic subjects will be delivered by pedagogues.

Community educators will participate in professional development to support their planning and implementation of engaging learning activities that will directly impact on student learning outcomes. Professional development sessions will be facilitated by Literacy Coach and/or school leaders. Community partner staff and school faculty will be scheduled to have monthly articulation and professional development sessions. During these sessions, community and school staff will participate in professional development to support them in planning and implementing curricula.

Every student will receive instruction from a NYS certified, licensed teacher. Special education students will receive instruction from their teacher and also be provided supports from a paraprofessional if they are assigned one for the regular school day.

Outreach to families has already begun. Expanded Learning Time initiative has been shared at parent events to inform families of instructional day schedule change that will occur in September 2016. In addition, monthly updates regarding Expanded Learning Time will be given during the monthly breakfast with the principal.

#### **Part 4 – ELT Program Implementation and Oversight**

**Part 4a.** Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The Expanded Learning Time will be implemented in conjunction with our community partner, East Side House Settlement. The program will be overseen by school leaders and a committee of teachers, school and CBO staff. Our community partner, East Side House Settlement, will be an integral part in securing and coordinating supplemental academic enrichment activities. Scholars who are identified to be at-risk will receive intervention during ELT and the other students will participate in enrichment activities provided by our CBO staff members.

Student achievement will be measured using Fountas and Pinnell for literacy and teacher created assessments for Mathematics.

**Part 4b.** Timeline for implementation and completion, including start and end dates.

September 9, 2015 to June 27, 2016

#### **Part 5 – ELT Budget and Resource Alignment**

**Part 5a.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Pro Rata for teachers (Pro rata is calculated as 1/1,375 of a teachers annual salary) per session for paraprofessionals, Literacy by Design kits for guided reading, additional laptops and iPads for our students to access MyOn

**Part 5b.** Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.  
*Note: If the program is funded by 21<sup>st</sup> Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.*

	<b>21<sup>st</sup> Century</b>		<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>	X	<b>P/F Set-aside</b>	X	<b>C4E</b>
	<b>Title I 1003(a)</b>	X	<b>Title III</b>		<b>PTA Funded</b>		<b>SIG or SIF Grant</b>		<b>School Success Grant</b>	X	<b>Other</b>

**Part 6 – ELT Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 90% of our students will have advanced 2 reading levels as evidenced by Fountas and Pinnell Running Record Assessment.

**Part 6b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 7: Community School Description

**Directions:** The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

### **Part 1 – The Community School Program Goal(s)**

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2016, the percentage of students who are absent 10 or more days will decrease by 5% .

### **Part 2 – Community School Program Description**

**Part 2a.** Identify the target population(s) to be served by the Community School program and the scope of the services provided.

The target population to be served by the Community School program is our students who have 10 or more days of chronic absenteeism. The program will assist with removing barriers to prevent absences from school. Many of our students who represent this special population and have low school attendance, have repeated a grade or two, and many have been recommended for Special Education services. They are prone to come to school displaying one or more of the following characteristics: poor health and nutrition, lack access to proper health care, hunger, short attention span, anxiety, aggressive behaviors, sleep disorders, poor social interactions, developmental delays, depression, abandonment and low self-esteem.

The scope of services that will be provided for this population will be provided in conjunction with our CBO Partnership with East Side Settlement. The services are going to consist of the following:

- We are going to offer an In-School Dental Program (Smile Program/Mobile Dentists) twice per school year at no cost to our school, parents or our students.
- The creation of a Peer Mediation team, and a school wide restorative justice initiative to help students grow from their mistakes and work on identifying triggers and reducing incidents in which poor decisions lead to punishments without a rehabilitative component. This will help which students become more aware of the benefits of having a choice to choose right from wrong.
- Our CBO is also setting up partnerships with local mental health agencies as well as the School Based Support Team in our school to provide references for community agencies and services, to help remove barriers to regular school attendance and identify those barriers and help families to overcome them or eradicate them.
- They will work with the staff to provide insight on childhood trauma and the effect it has on academic performance with many of our students who are in crisis or at risk.
- The CBO in conjunction with the staff will create and implement the goals of the “Student Success Summit Team,” whose goal is to raise student attendance and break down barriers to regular school attendance for our students and our families. This team will consist of the following team members/mentors: Principal, Attendance Teacher, Community School Coordinator (CBO Staff), Community School Social Worker (CBO Staff), Guidance Counselor, Parent Coordinator, Family Advocates (CBO Staff) and the Family Workers.
- Mentors will meet on a weekly basis to review student attendance. Mentors will be assigned to a grade level to monitor student attendance. Mentors will conduct outreach efforts to parents/guardians to discuss student attendance, identify and break down barriers to regular school attendance and serve as a resource to assist the family.

- The CBO will support and participate in the analysis of our school’s attendance patterns to ensure that prevention and intervention activities are data driven. Mentors will meet with parents of students who have missed 5 or more days of school to collect additional data surrounding their absenteeism.

**Part 2b.** Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

PS 463 Urban Scholars Community School has selected East Side House Settlement to pair with our school as our community-based partner organization (CBO) in mid-November. Together with members of the School Leadership Team, we hired a Community School Director. We collaboratively interviewed and hired a Community Schools Coordinator who is a licensed MSW, and she came on board in January. She has been instrumental in providing references for families to community agencies and services; encouraging, planning and executing immersion experiences for families in our school community. To date, Our CBO coordinated and sponsored a huge Family Engagement celebration called “Community Day” in April, in which needs assessments and focus groups were conducted with our families, with a carnival style backdrop and atmosphere set up outside in the school yard for our students. “Community Day” featured various Community Partners as vendors who were invited to set-up a tables and display-area for sales, to promote health care services, wellness, college and career services, and expose our families to the resources available in the community .

In April we hired another Social Worker to assist with providing school based crisis intervention services for students. In May, we were able to hire 2 additional CBO Staffers to work inside our school community as Family Advocates. Our family advocates work specifically with the AIDP (Attendance Intervention/Dropout Prevention) Initiative to raise student attendance for our chronically and severely absent student population with home visits, and mentoring of students who appear to be in crisis when they come to school. Our Family Advocates have been working to build strong relationships with staff, students and families based on trust. As incentives for attendance improvement, our CBO sponsored another family engagement and immersion experience for those students whose attendance improved dramatically since last year. The students and their parents taken out to lunch and taken to see one of two Broadway plays, “The Lion King” or “Matilda.” Our CBO is also going to make what used to be our school’s annual field day into a “Family Fun Day” in which parents will be able to enjoy an exciting fun filled day with food and games, at our annual school-wide event. We chose to have the event at the very end of the school year in order to raise student attendance on a day in which attendance is extremely low, engage families in our final immersion activity for the school year, and collect data from surveys from parents about to gain insight into their thoughts about the overall school year. We are also inviting our incoming PreK and Kindergarten families to the celebration so that they can visit the school and also meet the staff before September 2015.

We plan to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessments conducted by the CBO Social Worker and supported by the School Based Support Team,

School Based Social Worker, Guidance Counselor, and the Attendance Team. The CBO Social Worker will be offering mental health programming, after garnering consent for the student’s mental health care from their parents/guardians. Once the CBO mental health professional (Social Worker) determines which students are “at risk,” and mature enough to intelligently and productively participate in treatment, outreach will be made to parents/guardians and consent will be obtained. Once consent is obtained, the CBO Social Worker will begin with an “intake session” or first session. In this first session students will also have an opportunity to discuss personal concerns and expectations from the counseling process. The CBO Social Worker will perform an intake assessment and determine the services that can best assist the targeted students. These services include: psychotherapy, referrals for psychiatric consultation, academic skills assessments, support groups, assessment and treatment grief, trauma, anger and depression, and emergency intervention.

Our Expanded Learning Time (ELT) will be implemented using option #3 of the ELT models. An SBO vote was held and the staff unanimously voted on the following option:

**Option 3:**

Under this option, the 155 minutes for Professional Development, Parent Engagement and other Professional Work remains as scheduled for Mondays and Tuesdays with the Parent Engagement and

Other Professional Work integrated into the ELT time on Tuesdays.

Day	Student School Day*/ELT	ELT Teacher Work Day (including	Teacher (non-ELT) Work Day
MON	8:00 a.m.-2:20 p.m.	8:00-a.m. - 2:20 p.m. (PD 2:20 – 3:40 p.m.)	8:00 a.m. - 2:20 p.m. (PD 2:20 – 3:40 p.m.)
TUES	8:00 a.m.-2:20 p.m./2:20-3:35	8:00 a.m.- 2:20 p.m./2:20 – 3:35 (ELT with integrated PE/OPW)	8:00 a.m.- 2:20 p.m. (PE/OPW: 2:20 - 3:35)
WED	8:00 a.m.-2:20 p.m./2:20-3:35	8:00 a.m.- 2:20 p.m./2:20 – 3:35 (ELT)	8:00 a.m.-2:20 p.m.
THUR	8:00 a.m.-2:20 p.m./2:20-3:35	8:00 a.m.- 2:20 p.m./2:20 – 3:35 (ELT)	8:00 a.m.-2:20 p.m.
FRI	8:00 a.m.-2:20 p.m./2:20-3:35	8:00 a.m.- 2:20 p.m./2:20 – 3:35 (ELT)	8:00 a.m.-2:20 p.m.

During our ELT, we plan to offer programming congruent with our plans for rigorous and relevant instruction that will help build those skills our students need to master to demonstrate a thorough in-depth mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation or creativity. Teachers will be able to craft and execute learning opportunities, in which students apply core knowledge, concepts, or skills, to solve real-world problems during our ELT time. During this time, our teachers will have the opportunity to shift their instructional practices to encompass relevant learning experiences for our students. Our teachers need to design instruction and create lesson plans through authentic problems or tasks, simulations, or service learning projects, connecting concepts to current issues and allow students the opportunity of teaching others during this additional hour and 15 minutes of instruction.

As our school emerges as a “Partnership School,” we will work hard to make sure staff creates an atmosphere in which our parents and families feel welcome and are approached without judgement or bias. Our staff operates under the guise that we are here to meet the needs of our students and their families. The best way to determine if we are doing a good job is to determine if our students and families grow as people by feeling supported and being connected to a school that serves the best interests of our families and our community. We want to work to have more and more parents attend parent-teacher conferences, participate in focus groups, attend workshops, and have a voice in the decision-making process around the renewal of their children’s school. We want them to benefit from their children attending our renewal/community school and have many opportunities to advocate for their children. We will continue to hold monthly forums run by the CBO Director, the administrative and teaching staff, engaging families in immersion activities to encourage families to participate in their child’s education, while building

relationships based on trust. Our hope is that parents will begin to see our school and our staff as their extended family because they entrust us with their children 5 days per week. We should be able to work together to foster the academic and social growth and development of our students in a partnership that is built on trust. Our parents and community stakeholders will be a critical part of this parent engagement strategy, because once we create the platform for change in our school, the energy can be siphoned into the community and inject a ripple of positivity and hope that might weave itself into the fabric of their lives.

Our Principal will meet on a weekly basis with the Community School Director, the Assistant Principal, UFT Chapter Leader, the Literacy Coach, CBO Social Worker, the Parent Coordinator, and PTA President to analyze trends in data for attendance, reading levels, and social-emotional functioning for at-risk individual students. The data tools that we will be using will come from the research and data derived from the AIR Assessment, ATS Reports, SESIS, STARS, Datacation, MyON, and Baseline Assessments in writing and math, and MOSL assessment data. The data will drive instruction and the development of interventions that will raise student achievement, deepen critical thinking skills of our students, boost the mental health of our at risk students, raise student attendance, and engage parents in the process of helping their children outside of the school building.

In summary, 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 afterschool 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, through conducting needs assessments through interviews, focus groups and surveys with parents and students.

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.

### **Part 3 – Community School Program Implementation and Oversight**

**Part 3a.** Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

The program will be implemented and overseen by the principal and community coordinator. The key personnel will be a social worker and 2 family advocates. The community director, social worker and family advocates will work with groups of students in various capacities. Students will participate in sports activities, book clubs, dance and visual arts activities.

Student achievement will be assessed using attendance data.

**Part 3b.** Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

Laptops, per session for teachers to work after school, schedule adjustments for student group sessions with the family advocates
<b>Part 3c.</b> Timeline for implementation and completion, including start and end dates.
September 9, 2015-June 27, 2016

**Section 8: 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. Academic intervention services are also provided to student in Grade 1-5 during after school on Wednesdays and Thursdays.
<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. Academic intervention services are also provided to student in Grade 1-5 during after school on Wednesdays and Thursdays.

<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 during the science period of 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 conferences and small group instruction.	Intervention services are provided during conferences and small group instruction during the social studies period of instruction.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Criteria for determining at-risk services are teacher/administration, social worker referrals, crisis or emergency support, additional socialization or transition support, mediation and conflict resolution support identified.	One-to-one and small group guidance and counseling sessions	One-to-one and small group guidance and counseling sessions.	Intervention services are provided during the school day in one-on-one and/or small group sessions.

## Section 9: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- 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>

**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.
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 and Southern Cross 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 and after school).

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals 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 and Southern Cross 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 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.

**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).
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**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/information, 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 that are aligned to the curricula and select 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 (RSCEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	345,717.00	X	
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	65,000	X	28, 32, 36,38
Title II, Part A	Federal	67,104.00	X	18,28
Title III, Part A	Federal	11,200.00	X	18,28

Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	1,882,025.00	X	32,36,

**<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):** To 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/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 an 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 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 RSCEP 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's Title I Parent Advisory Council (PAC) 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**

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.

#### 1. 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;

## **2. 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;

### 3. **Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- Wear my school uniform everyday
- 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.

**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: <u>PS 463 Urban Scholars</u>	DBN: <u>12X463</u>
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: <u>40</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ 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

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

### Part C: Professional Development

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 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 the 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> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <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>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Debra Jones</b>	Assistant Principal <b>Ivonne Torres</b>
Coach <b>Martha Fabre</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Miriam Lacob Stix</b>	School Counselor <b>Hosea Givan</b>
Teacher/Subject Area <b>Bonnie Ortiz/Math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Kenshana Goff</b>
Related-Service Provider <b>Frances Wilson Watson</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	314	Total number of ELLs	51	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	1	1	1	1	1	1								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	51	<b>Newcomers</b> (ELLs receiving service 0-3 years)	45	<b>ELL Students with Disabilities</b>	9
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>	31		1							0
<b>ENL</b>	16	1	6	4		6	0			0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

## 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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	7	15	8	16	2	21	5	12	5	13	5	16							0	0
SELECT ONE <u>French</u>	1																		0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>11</u>	Number of students who speak three or more languages: <u>1</u>
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Freestanding English as a New 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	9	9	5	4	7	10								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	1	1			1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)		0	1	1	2	3								0
<b>Emerging</b> (Low Intermediate)		5	2	1	1	1								0
<b>Transitioning</b> (High Intermediate)		2		1	1	2								0
<b>Expanding</b> (Advanced)		2	1	1	2	3								0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					0	2								0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		3			1			0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	5	3	15	7				
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 To assess the early literacy skills of ELLs, assessments tools include Fountas and Pinnell literacy assessments such as letter and sound recognition, letter writing, etc. Through the administration, collection and analysis of multiple data sources including observations, conference notes, pre- and post-assessments, measurable goals are identified and monitored to advance the learning of ELLs. To assess the early literacy skills of ELLs, assessment tools such as the Fountas and Pinnell Literacy Assessments, spelling inventories, and performance based assessment 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 plan instruction, form small groups for guided instruction, and the identification of 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.  
 Kindergarten ELLs begin the school year as "Pre" and "Early Emergent" readers and by March and June assessments cycles are at an A or B independent reading level. ELLs in grades 3 and 4 who arrived this year made significant gains in their English literacy and language development and were reading at a range from levels H-O.
  - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Sixteen out of 30 students scored at the Lower Intermediate and Intermediate levels on the 2015 NYSESLAT. Students at the Beginner level (5) were a recent arrival with a Arabic home language and students with disabilities. We have steadily increased the number of ELLs who scored at the Advanced level each year. No students scored at Advanced in 2012, two students were Advanced in 2013 and seven ELLs scored at the Advanced level in 2014. Eight students scored at the Expanding (Advanced) Levels in 2015.
  - How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- 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. The data will be used to focus on academic achievement of ELLs and customize and design

effective instructional programs and/or interventions to impact student learning.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Periodic assessments suggests school year to gather additional

student data on the progress of ELLs. School leadership and teachers analyze assessment results to monitor progress of ELLs. Results are instrumental in customizing curricula and instructional planning. Results are also reviewed to determine student goals and next steps.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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. To meet the needs of ELLs, it is important to understand their academic and linguistic histories to develop effective instructional and intervention plans.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
A student's second language development is considered through the collection and analysis of data from multiple sources (e.g., assessments, interviews, observations, etc.) to customize instructional planning and implementation of scaffolds and supports student will need to reach language and content area objectives.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

EPs are assessed in the second language with Fountas and Pinnell "Sistema de Evaluacion de la Lectura" El Examen de Lectura en Espanol is also administered to EPs. The level of language proficiency in the second language has shown consistent growth as the Dual Language Program has expanded to Grade Five this year.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
The success of our instructional programs for ELLs is measured by reviewing results of ongoing assessments such as reading assessments, the administration of running records to determine independent reading levels, 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 tests, English Language Learners periodic assessments, 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

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 HLIS will be completed by new admits in addition to those who have not been in a NYS public school for 2 or more years. The completion of the HLIS is overseen by Asst. Principal, ENL Teacher., Literacy Coach and Reading Recovery teacher. We determine home language based on HLIS results which will include an interview with the student and parent in the language of preference. Informal oral interview is conducted by a licensed pedagogue (Literacy

Coach/ENL Teacher/Asst. Principal).

The NYSITELL will be administered only to those students whose home language is not English and are eligible for the NYSITELL. A more in-depth interview will be conducted to determine eligibility. Within 10 days of the child's initial enrollment and based on a review of the HLIS, students that are required to take the NYSITELL are identified. We also review ATS weekly print out of newly enrolled students that are eligible to take the NYSITELL 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 NYSITELL to determine the English proficiency level and program placement. Students who score below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. For cut scores and eligibility (including designations of beginner, intermediate, and advanced), the DOE's NYSITELL guidelines are referenced.

All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the NYSITELL 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 ENL services. Schools must send an entitlement letter to the parents/guardians of each student who is eligible for ELL services, based on NYSITELL results. Regardless of the results on the NYSITELL, the home language code does not change.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE status will be determined following a review of NYSITELL results will be determined within 12 months of enrollment. ENL 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. ENL teacher plans and confers with classroom teacher 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 interpretation is readily available and translated documents are accessed for speakers of other languages. Translation and Interpretation Unit are contacted for other languages. Program choices are described and questions regarding services and programs are answered during enrollment/orientation.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

PS 463 Urban Scholars Community School will have its Language Proficiency Team enrollment of students entering NYS public schools with an IEP to determine if the student's language acquisition needs and the administration of the NYSITELL. Language Proficiency Team will consist of Asst. Principal, ENL Teacher, SETTS Teacher/Special Education Teacher, Literacy Coach, Classroom Teacher and related services providers.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

The criteria used to place identified ELL students in ESL instructional programs has been contingent on the number of ELL students that have been identified following a careful review of LAB-R and NYSESLAT results. Communication with families includes distribution of notices that describes programs for ELLs.

Once the NYSITELL is administered, scanned and scored and ELL status is determined, parent orientation, parent entitlement and parent survey are sent to parent. Entitlement and non-entitlement parent notification letters of ELL status are distributed within 5 days informing them of the test results and inform them that they may appeal within a 45 day period.

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 ENL teacher, respective classroom teacher, Literacy Coach and Asst. Principal is also provided.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be informed of their right to appeal their child's ELL status within 45 days of enrollment during orientation sessions and in all communications sent home. Parent will be notified of contact person and how to initiate appeal process.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- Following a review of NYSITELL results, ENL teacher and Asst. Principal determine students eligible for ELL services. Notification of entitlement is forwarded to families and orientation sessions are scheduled. Parent/guardian is invited to attend mandated orientation and outreach via invitation, phone calls and personal contact (e.g., during dismissal) is conducted. Parent orientation sessions are scheduled according to parent/guardian availability. Morning and/or afternoon sessions are scheduled based on parent preference or availability. Individual or small groups sessions are scheduled and facilitated by ENL teacher.
- Spanish interpretation 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.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- To ensure Parent Surveys and Program Selection forms are returned, ENL teacher works closely with classroom teacher to monitor forms being returned in a timely manner. ENL teacher contacts parent/guardian and offers support to assist parent completing and returning forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- ENL teacher and Asst. Principal monitor forms and maintain an updated list of forms that have and have not been completed and returned. Second notices and follow up phone calls are made.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement letters are distributed to students to take home to parents. ENL teacher calls parent to alert them of letter being sent home and its relevance to their child's education.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL documentation is monitored by Pupil Accounting Secretary, ENL teacher and Asst. Principal. Documents completed at registration are copied and filed in student's records. Program selection, entitlement letters, etc. are overseen by ENL teacher. Copies are also file in student's records.
11. 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/NYSELAT Eligibility Roster) and REXH (Exam History Report) to ensure that students are tested. NYSELAT administration is scheduled according to testing calendar dates. List of students eligible for testing is generated and tracked to ensure administration of all modalities. Testing Coordinator and Asst. Principal confirm students eligible/required for NYSELAT administration and scheduling dates to administer the four modalities and that all eligible students are tested. 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 students.
- 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Continued entitlement and transitional support letters are distributed to parents during September.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Programs offered at the school-specifically the Dual Language Program and the Free Standing ENL program are aligned with parent requests. Of the 6 newly enrolled ELLs in Kindergarten, 5 were placed in the Dual Language Program as a result of parent choice.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

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 Five. The Kindergarten through Grade 5 classes of the dual language program class follow a self-contained 70:30 model: Teachers in the dual language program are highly qualified to teach in both languages and ensure that students receive Spanish language instruction in the academic areas of Writing, Science and Social Studies. Two to three of the writing units of study are taught in Spanish. Science and Social Studies units are also taught in Spanish. 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 ENL, ELA and NL instruction for dual language students is provided daily by the dual language classroom teachers. Dual Language program teachers are certified.

A balanced literacy program (e.g., read aloud, shared reading and writing, etc.) is delivered in both languages. 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.

Instruction is differentiated for ELL subgroups: The ENL teacher services ELLs via an Integrated model. For the Integrated model, the ENL 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.

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.

Ms. Miriam Lacob Stix. Ms. Stix forms groups based on language proficiency, grade level and academic needs of ELLs. ELLs receive ENL instructional periods as per CR Part 154. Groups are heterogenous with mixed levels of proficiency. The mandated amount of ENL instructional minutes is provided by ENL teacher.

- b. TBE program. *If applicable.*

NA

- c. DL program. *If applicable.*

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 Five. The Kindergarten through Grade 5 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 ensure that students receive Spanish language instruction in the academic areas of Writing, Science and Social Studies. Two to three of the writing units of study are taught in Spanish. Science and Social Studies units are also taught in Spanish. 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 ENL, ELA and NL instruction for dual language students is provided daily by the dual language classroom teachers. Dual Language program teachers are certified.

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2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Mandated number of instructional minutes are provided according to proficiency levels through daily literacy blocks when ELA and NLA instruction is delivered in the Dual Language Program classes. ENL 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.

3. Describe how core content is delivered in each program model. 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.

In the dual language program, core content is delivered through a workshop model that identifies an explicit teaching point that the teacher will model or demonstrate to students during a minilesson. During the minilesson the teacher activates prior knowledge and engages students in guided practice. Students are then transitioned to independent or group work and the teacher proceeds to confer with individual student or small groups. The teacher will also provide guided instruction to a small group and takes conferences notes. Following independent/group work, the teacher highlights behaviors and/or skills students demonstrated and reiterates teaching point to ongoing learning. To make content comprehensible, the teacher provides students with visuals and scaffolds that

4. How do you ensure that ELLs are appropriately evaluated in their home 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. In addition to the administration of the ELE in the spring.

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, and with miscue analysis of running records administered by classroom or intervention teacher.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our instructional plan for SIFE student includes scaffolding instruction during literacy with additional teacher support during literacy block. We also provide individual and small group instruction during extended time sessions to support SIFE students with literacy intervention programs (Leveled Literacy Intervention) that will promote language and literacy development.

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 early reading strategies. ELLs students are matched to leveled text and provided with guided reading and writing instruction to promote development of reading and comprehension skills. In addition to instructional support provided by classroom teacher during literacy block, ESL teacher and intervention staff provide SIFE student with additional intervention during AIS period (8:45-9:30 a.m.) Mondays-Fridays. Beginning in September 2015 our instructional day will increase by an hour and fifteen minutes and ELLs will be provided with a customized program of instruction.

Former ELLs will receive 90 minutes of integrated ENL for 2 additional year after reaching Proficiency level.

English language learners identified as having special needs are provided with instructional support based on teacher recommendation and a review of student work/data. PS 463 currently has 6 ELLs in self-contained and 2 ELLs in Integrated Co-Teaching classes. In addition, there are 3 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 conduct a conference 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 with targeted instruction to develop language and literacy skills 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.

Former ELLs will receive 90 minutes of integrated ENL for 2 additional year after reaching Proficiency level.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Students re-identified as ELL or non-ELL will be monitored to ensure status change has not affected student progress and gains towards Common Core Learning Standards. Assessment results will be reviewed following assessment cycles. Teachers will also provide goal sheets, conference notes and academic progress reports. Parent will be kept informed of progress

8. 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

Chart building background

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

For ELL-SWDs to achieve their IEP goals and attain English proficiency the classroom teacher works closely with ENL teacher to customize curricula and lessons to meets the students' academic and language needs. ENL teacher will support ELL-SWDs in during literacy block and provides English language support to make content comprehensible. Scheduling ENL support is based on students' level of proficiency to ensure students' language development and academic progress.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

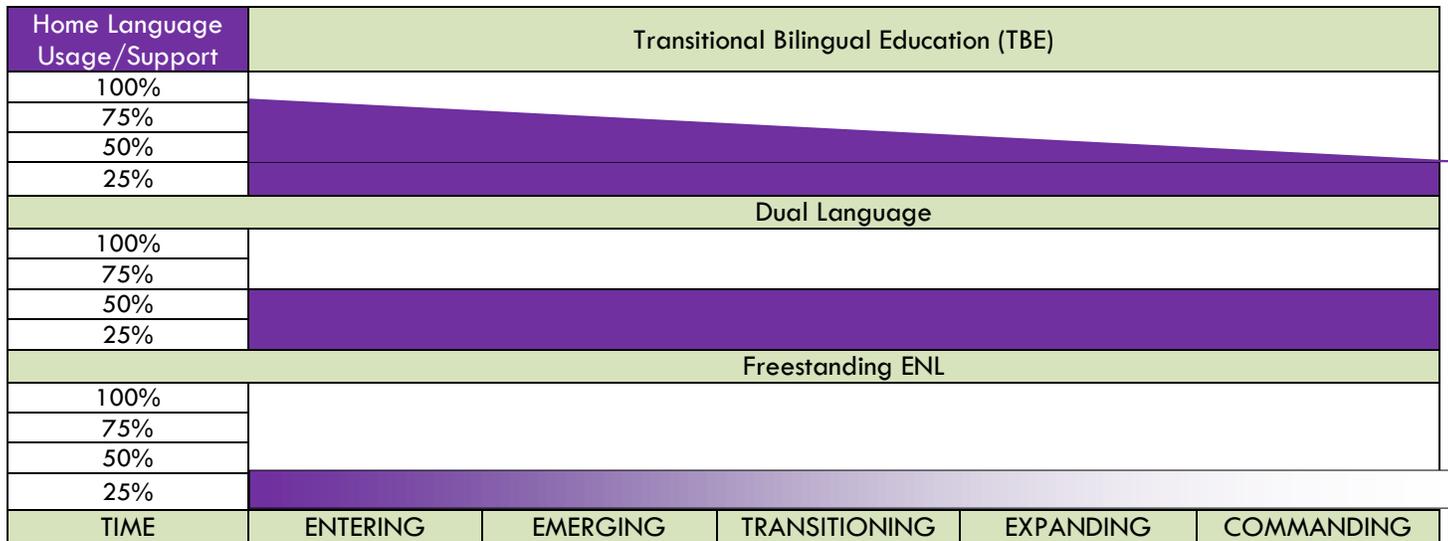


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Continuing transitional support for ELLs reaching proficiency on NYSESLAT is provided to student to ensure that students demonstrates gains towards meeting standards. The level is supported is determined by examining student work and results of assessments such as running records, spelling inventories and writing samples. ELLs reaching proficiency also participate in all extended day programs. In addition, students are provided with differentiated instruction during small group instruction.  
10. We are exploring use of technology and will pilot programs this year for ELL support with software programs that will provide students with additional guidance and practice based on proficiency level. ELLs will be encouraged to access programs as part of daily and weekend assignments.
12. What new programs or improvements will be considered for the upcoming school year?  
New programs for the 2015-2016 school year includes TCRWP Writing Units of Study, MyOn digital library books that all ELLs will be able to access online at school and at home and "Text Talk". The "Text Talk" program provides students with direct, robust vocabulary instruction. "Text Talk" lessons highlight specific vocabulary through read aloud text, active talk and direct instruction.
13. What programs/services for ELLs will be discontinued and why?  
Imagine Learning will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All ELLs at PS 463 Urban Scholars Community School are afforded equal access to all school programs. Supplemental programs includes: Eagle Alpha Mentoring Program for boys, Boys and Girls Scouts, and enrichment programs to develop students' appreciation and skills in the visual and performing arts.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
To support ELLs, instructional materials include guided reading book sets, graphic organizers to guide students through pre-writing and paper choices to highlight key vocabulary and information. Internet sites and multi-media presentations are consistently embedded into lessons to activate and expose students to information necessary to continue building their knowledge. iPads, desktops and laptops provide ELLs with opportunities to conduct research.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is provided in the Dual Language Program with visual cues, guided reading instruction, sentence prompts, realia and software programs.
17. Explain how the school ensures all required services/resources support and 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:
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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 ENL 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.

19. What language electives are offered to ELLs?

None at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home 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 1-5: 70% English and 30% 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.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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.

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. We will schedule middle school orientation sessions during spring to inform families, with a special focus on parents of ELLs on middle school choice and application process.

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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs will participate in workshops offered by the Division of English Learners to support our teachers with providing standard-based and grade-level instruction for English language learners. Teachers will be engaged in developing examples of Common Core aligned units for beginner-level ELLs. While the research points clearly to the fact that all students, ELLs included, should be reading texts at all levels of difficulty, it is an especially challenging task for teachers to develop their own units that allow ELLs to engage with multi-level texts. Unit planning will provide teachers with guidance to showcase instructional methods that scaffolds challenging texts. Teachers will provide scaffolds as they assess that students are able to engage with the text with less support.

Paste response to question here:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To assist ELLs as they transition to middle schools, staff is provided with ongoing information and resources of district and middle school events such as open houses, school tours and contacts at middle schools. Parents of ELLs are invited to attend sessions and/or schedule an appointment to meet with Asst. Principal and/or Guidance Counselor to provide assistance with middle school application process. During the fall, middle school information is disseminated at family events and workshops and information sessions on process and timeline.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

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 ENL teacher will attend professional development and workshops offered by Office of English Language Learners and BETAC to promote learning and application of current methodologies and practices. Classroom teachers will participate in professional development to support them in providing planning and implementing standard-

based and grade level instruction for all ELLs. Progress of ELLs will be discussed during teach team meeting such grade level meeting, individual conferencing and articulation with teachers. All teachers will be required to fulfill the requirements of mandated hours of ELL-specific professional development. All documentation and records of professional development including agendas, handouts, attendance sheets will be collected and maintained in a binder. Teachers will be required to turnkey professional learning during teach teams (e.g., professional learning communities and grade levels)

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

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides opportunities for parent of ELLs to meet to discuss goals, language development and assessment results during Teamwork Tuesdays in addition to teacher and or parent request to convene a meeting. English as a New Language teacher also conducts monthly outreach to parents of ELLs to discuss language progress, goals and next steps.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Records for annual individual meetings with ELLs are maintained by ENL and classroom teachers, parent coordinator and school administrators. Flyers, notices, records of outreach efforts, in addition to agendas, attendance sheets and handouts are all kept in a file maintained by ENL teacher and Asst. Principal.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Activities that have fostered parental involvement for parents of ELLs have been Teamwork Tuesdays, Morning Drop Off Classroom Visits and Coffee with the Principal. Parent Coordinator develops monthly calendar, flyers, automatic phone call messages that are translated/interpreted to maintain and increase ELL parental engagement and involvement. All notices, flyers, posters, etc. are translated. Interpretation is provided during workshops, meetings and family events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have initiated a partnership with East Side House Settlement. As a Renewal and Community school we have a Community School Director, and additional staff (i.e.m Social Worker and two Family Advocates) to support us in improving student attendance and achievement. In addition to East Side House, we have a ongoing partnership with Learning Leaders to provide workshops and guidance to families to support their child's continued academic and social development.
5. How do you evaluate the needs of the parents?

Parent/guardian needs are evaluated through surveys, feedback collected at family events and workshops, needs are also presented and discussed at School Leadership Meetings and Coffee with the Principal. We also review the NYC School Survey results. In addition, our community partner, East Side House Settlement, conducts forums, administers surveys and feedback sessions every month.

6. 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 with the Principal" sessions. PS 463 Urban Scholars Community School has also designated Tuesday as "Teamwork Tuesdays: We have partnered with Community Based Organizations such as Learning Leaders and Literacy Partners to support us in our outreach efforts to parents of ELLs. Learning Leaders workshops 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", Teamwork Tuesdays, PTA meetings and other parent events. Feedback is collected and reviewed by school administration, Parent Coordinator, School Leadership Team and our community school partner, East Side House Settlement, 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 our 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 benefits 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, publishing and school-wide literacy and math events), 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 targeted outreach efforts. Family engagement will be achieved with events such as orientation sessions, Open House, Curriculum Night, Teamwork Tuesdays and other events planned with the PS 463 Parent Association members. 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, provides families with an opportunity to provide us with feedback to evaluate the needs of families. Guided discussions on topics and themes generated through surveys, feedback or current events are facilitated by parent coordinator, Principal or Asst. Principal and/or our community partner staff members (e.g., Community School Coordinator). Translated materials and interpretation are readily available during and all family events; in addition, all printed material is translated into Spanish. Follow up events and activities will include Family Conversations, Morning Drop-Off Classroom Visits and Grade Breakfasts. Ongoing 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.

#### **D. Additional Information**

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

Paste response here:

**School Name:** Urban Scholars Community School

**School DBN:** 12X463

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Jones	Principal		9/30/15
Ivonne Torres	Assistant Principal		9/30/15
Kenshana Goff	Parent Coordinator		9/30/15
Miriam Lacob Stix	ENL/Bilingual Teacher		9/30/15
	Parent		
Bonnie Ortiz/Math	Teacher/Subject Area		9/30/15
	Teacher/Subject Area		
Martha Fabre	Coach		9/30/15
	Coach		
Hosea Givan	School Counselor		9/30/15
Rafaela Espinal	Superintendent		9/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12X463** School Name: **Urban Scholars Community School**  
Superintendent: **Rafaela Espinal**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We conduct a preliminary assessment of the school's written translation and oral interpretation needs based on intake during initial registration of students as families complete forms such as the Home Language Identification Survey. 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 on Emergency Contact cards. ATS reports RPOB and RHLA are also reviewed to update translation and interpretation needs of school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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  
Languages: Spanish, French, Wolof, Fulani, Soninke, Arabic, Afrikaans.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The following documents are disseminated every year and require translation:

Family Handbook is distributed in September.

Progress Reports are distributed every month.

Monthly School Event Calendar.

Flyers of school events such as workshops, meetings, testing dates.

Parent Teacher Conference notices to schedule appointments, confirmations of appointments are sent home 4 times a year.

Monthly class/grade newsletters.

After-school programming information and consent forms.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings include:

Parent teacher conferences (September, November, March and May).

Ice Cream Social (September)

Open School/Curriculum Night/ (September)

Morning Drop Off Classroom Visits (every month)

Teamwork Tuesdays (weekly)

Attendance Team phone calls.

Guidance Counselor outreach.

Teacher outreach.

Parent Association/School leadership outreach to parent/guardian.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Spanish written translation services are provided by staff members (e.g., Asst. Principal, teachers, support staff) who have been identified as qualified to provide Spanish interpretation and translation 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 contact the Translation and Interpretation Unit of the NYCDOE to secure translation and interpretation services for all other languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Oral interpretation services are readily provided for Spanish language at all school events. Interpretation services have been contracted to provide translate/interpret for Arabic language. Over-the-phone interpreters have been contacted to provide interpretation for French during parent conferences.

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members will receive information and resources made available by Translation and Interpretation Unit. Teachers will be reminded to secure interpretation services prior to school events.

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 or interpretation of language other than Spanish, we will provide a notice indicating that translation or interpretation services will be provided. 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 our families.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access

Language ID Guide at security desk and main office

The school maintains current records of the primary language of each parent. Such information is maintained in ATS and on the student emergency card. Consistent with this regulation, translations and interpretation services are provided to all parents who require language assistance in order to communicate effectively. Parents whose primary language is a covered language are provided with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's: health; safety.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Mechanisms to gather feedback from parents on quality and availability will include surveys and feedback sheets that will be distributed at during parent events. We will also conduct brief interviews and invite parents to share their comments regarding the translation and interpretation services we have provided. We will seek information regarding the caliber of services and areas that services can be improved upon.