



**YOUNG SCHOLARS' ACADEMY FOR
DISCOVERY AND EXPLORATION**

**2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 16K636

ADDRESS: 280 HART STREET, BROOKLYN, NEW YORK 11206

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 636 **SCHOOL NAME:** Young Scholars' Academy for Discovery and Exploration

SCHOOL ADDRESS: 280 Hart Street, Brooklyn, New York, 11206

SCHOOL TELEPHONE: 718-453-4081 **FAX:** 718-453-7847

SCHOOL CONTACT PERSON: Danika LaCroix **EMAIL ADDRESS:** dlacroix@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Melisa Wise

PRINCIPAL: Danika LaCroix

UFT CHAPTER LEADER: Tiffany Frazier

PARENTS' ASSOCIATION PRESIDENT: Rob Walker

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CFN NAME:** 606

NETWORK LEADER: Petrina Palazzo

SUPERINTENDENT: Evelyn Santiago

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

| Name | Position and Constituent Group Represented | Signature |
|----------------------------|--|-----------|
| Danika LaCroix | *Principal or Designee | |
| Tiffany Frazier | *UFT Chapter Chairperson or Designee | |
| Rob Walker | *PA/PTA President or Designated Co-President | |
| Michelle Elcott | Title I Parent Representative/SLT Chairperson <i>(suggested, for Title I schools)</i> | |
| Brett Glenn | DC 37 Representative, if applicable | |
| Jacqueline Robinson | CBO Representative, if applicable | |
| Melisa Wise | Member/Teacher | |
| Alexis Parker | Member/Parent | |
| Trina Ayers | Member/Parent | |
| | Member/Parent | |
| | Member/Parent | |

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Young Scholars' Academy for Discovery and Exploration (YSADE) is an elementary school located in the Bedford-Stuyvesant section of Brooklyn, New York. YSADE is one of two schools that replaced the closeout school PS 304 in the 2008-09 school year. YSADE is a central part of the community to many of the students and their families. This Pre-Kindergarten to fifth grade school serves a population of 212 students from culturally diverse backgrounds. The school population is 58% African-American, 39% Latino, 1% Asian/Pacific Islander, and 1% White. 51% is male and 49% is female.

YSADE is an Expanded Learning Time (ELT/NYC) school and its daily schedule runs from 8:20 am to 6:00pm. The ELT/NYC program provides students with 30% more learning time. University Settlement, a community based organization has partnered with YSADE and staffs the ELT/NYC program. The ELT/NYC program extends the school day to provide academic and enrichment services. The partnership also has a parent involvement component which includes Family Fun Nights and targeted workshops.

Creating a culture of data continues to be a major focus and accomplishment of Young Scholars' Academy for Discovery and Exploration. The school is dedicated to using Professional Learning Communities to guide long term goal setting to meet the needs of the school wide community. Innovative scheduling enables teachers to plan collaboratively and cohesively during common planning period blocks. Our teachers have six preparation periods per week to enable our teams to meet and plan with ample time. Our Literacy and Math coaches provide job embedded professional development to enhance our teachers' ability to plan instruction based on current student data.

Our rigorous academic program includes an Academic Intervention Teacher that provides supplemental instruction to our lowest performing students. In addition, our Literacy and Math Coaches provide supplemental direct instruction to the lowest performing 5th graders during the school day. Our cluster teachers also provide AIS services for one period per day for targeted 3rd, 4th and 5th grade students. Our teachers use the Reading and Writing Workshop model for literacy and have crafted lessons to ensure that our students are not only meeting, but exceeding the NYS Standards. We use the Everyday Math curriculum and Math Steps workbooks. We have also instituted the Lego Robotics Program for our 3rd, 4th, & 5th grade students through New York City Technical College. This school year we have introduced two new programs to our curriculum. Our 3rd graders will be participating in Destination Imagination, a critical thinking program that facilitates teamwork and develops problem solving skills, and the Junior Great Books Program is being implemented in grades 2 through 5 to expose students to higher levels of literature.

As part of YSADE's family literacy program the Literacy Coach, ELT/NYC staff and Enrichment Coordinator work in collaboration with the Parent Coordinator to develop a series of workshops designed to teach parents how to help their children become more proficient readers. The Literacy Coach also designed creative activities to enhance the teaching, learning and celebration of literacy. These workshops provide families with activities and strategies that promote literacy at home and at school. There are also trips to cultural centers, libraries, museums, and middle

schools are for parents to stress the importance of literacy. YSADE has Families as Learning Partners once a month, which is a time for parents to join their child's class for literacy based activities. We also have Guest Reader Fridays on a monthly basis. This event is a time where the entire school community celebrates literacy and community leaders are invited to read stories to a class.

YSADE is also committed to our students' social, artistic, and character development. We are continuing to send selected students to the Ballet Tech studios once a week. At the end of the year, these students will participate in a performance with other students from around the city. A drama program and physical education program is offered to all children. For the third year, we have instituted the Heartwood Character Education program. Heartwood is designed to teach our students how to make good choices and the core values of respect, loyalty, justice, respect, hope, honesty, and love. The entire school community also participates in the Penny Harvest Program, New York Road Runners "Mighty Milers", School Wellness Council, and Student Government.

YSADE recognizes the role of the school must expand beyond traditional definitions of teaching and learning that in order to meet the diverse needs of the students and families of this community. We are committed to the well being of the "whole child" and provide dental screening services, health and nutrition services through our partnership with the Bedford-Stuyvesant YMCA. We also have a full time Guidance Counselor and part time Social Worker on staff to address mental health issues. Our Parent Coordinator has worked closely with families in distress to help them acquire resources and tools to get back on track. The entire school community is vested in ensuring that all scholars are actively engaged in the process of developing students who can achieve their personal best. Although we have a diverse learning community, the fact that we have 10 shelters in our zoning area has presented challenges with maintaining consistent family participation, attendance, and budgeting.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | |
|---|---|---------------|--------|---------------------------------------|
| School Name: | Young Scholars’ Academy for Discovery and Exploration | | | |
| District: | 16 | DBN #: | 16K636 | School BEDS Code: 331600010636 |

| DEMOGRAPHICS | | | | | | | | | |
|--|---|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input 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 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | | | 17 | | | 92.4 | TBD | | |
| Kindergarten | | 24 | 33 | | | | | | |
| Grade 1 | | 25 | 21 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | | 28 | 22 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | | 47 | 29 | | | 89.8 | TBD | | |
| Grade 4 | | 62 | 46 | | | | | | |
| Grade 5 | | 49 | 64 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | | 60.0 | 97.4 | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | | 30 | TBD | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | 1 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | | 235 | 233 | | | 5 | 5 | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | | 30 | 23 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | | 0 | 0 | Principal Suspensions | | 4 | 4 | | |
| Number all others | | 7 | 9 | Superintendent Suspensions | | 8 | TBD | | |

DEMOGRAPHICS

| | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>These students are included in the enrollment information above.</i> | | | | | | | |
| English Language Learners (ELL) Enrollment: | | | | Special High School Programs: Total Number | | | |
| (BESIS Survey) | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | | 0 | 0 |
| # in Trans. Bilingual Classes | | 0 | 0 | Early College HS Participants | | 0 | 0 |
| # in Dual Lang. Programs | | 0 | 0 | | | | |
| # receiving ESL services only | | 15 | 17 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | | 1 | 5 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | | 22 | TBD |
| | | | | Number of Administrators and Other Professionals | | 7 | TBD |
| Overage Students: # entering students overage for grade | | | | Number of Educational Paraprofessionals | | 3 | TBD |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | | | |
| | | 0 | TBD | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | | 100.0 | TBD |
| American Indian or Alaska Native | | 0.4 | 0.0 | Percent more than two years teaching in this school | | 0.0 | TBD |
| Black or African American | | 60.0 | 61.8 | Percent more than five years teaching anywhere | | 54.5 | TBD |
| Hispanic or Latino | | 37.0 | 37.3 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | | 0.9 | 0.0 | Percent Masters Degree or higher | | 68.0 | TBD |
| White | | 1.7 | 0.4 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | | 88.2 | TBD |
| Multi-racial | | 0 | 0 | | | | |
| Male | | 57.4 | 57.9 | | | | |
| Female | | 42.6 | 42.1 | | | | |

2009-10 TITLE I STATUS

| | | | | | |
|--|--|--|----------------------------------|--------------------------------------|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I | |
| Years the School Received Title I Part A Funding: | | <input type="checkbox"/> 2006-07 | <input type="checkbox"/> 2007-08 | <input type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Overall NCLB/SED Accountability Status (2010-11 Based on 2009-10 Performance):

| <u>Differentiated Accountability Phase (Check ✓)</u> | <u>Category (Check ✓)</u> | | |
|--|---------------------------|---------|---------------|
| | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | X | | |
| Improvement (year 1) | | | |
| Improvement (year 2) | | | |
| Corrective Action (year 1) | | | |
| Corrective Action (year 2) | | | |
| Restructuring (year 1) | | | |
| Restructuring (year 2) | | | |
| Restructuring (Advanced) | | | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | Secondary Level (✓) | |
|---|------------------------------------|---|----------------------------|--|
| | ELA: | X | ELA: | |
| | Math: | X | Math: | |
| | Science: | X | Grad. Rate: | |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| All Students | √sh | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | √sh | √ | – | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | – | – | – | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | √sh | √ | | | | | |
| Limited English Proficient | – | – | | | | | |
| Economically Disadvantaged | √sh | √ | | | | | |
| Student groups making AYP in each subject | 5 | 5 | 1 | | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| √ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| √ ^{SH} | Made AYP Using Safe Harbor Target | – | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | |
|--|------|---|------------|
| Overall Letter Grade | A | Overall Evaluation: | Proficient |
| Overall Score | 64.7 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | Proficient |
| School Environment (Comprises 15% of the Overall Score) | A | Quality Statement 2: Plan and Set Goals | Proficient |
| School Performance (Comprises 25% of the Overall Score) | D | Quality Statement 3: Align Instructional Strategy to Goals | Proficient |
| Student Progress (Comprises 60% of the Overall Score) | A | Quality Statement 4: Align Capacity Building to Goals | Proficient |
| Additional Credit | 5.3 | Quality Statement 5: Monitor and Revise | Proficient |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Young Scholars' Academy for Discovery and Exploration (YSADE) conducted a needs assessment in October 2010 to best determine the use of school resources to increase student achievement. The 2010-11 school year commences YSADE's third year of operation. The data points used to carry out the needs assessment were: NYCDOE Quality Review Report 2009-10, NYCDOE Progress Report 2009-10, NYCDOE Learning Environment Survey 2009-10, ATS Register & Exam Report data, 2009-10 NYSTART Aggregate Reports for ELA and Mathematics, ARIS Early Childhood (ECLAS/EPAL) & Disaggregated Subgroup State Examination Results.

The assessment concentrated on four major areas -- Curriculum and Instruction, Professional Development, Parent Involvement, and Student Support Services. We also sought to assess the current state of our school climate and culture through staff and parent interviews and the Learning Environment Survey Report 2009-2010.

The major findings and priority needs are organized below by the above categories. For each category, findings and needs are listed by content area if appropriate. In addition to the categorized findings, there were school wide trends of strengths and challenges that emerged during the needs assessment process. These findings are described separate from the findings in the content areas; however they can be viewed as a contextual frame for all areas that were assessed and as indicators of the current school climate.

School Wide Findings

Strengths:

The small size of Young Scholars Academy for Discovery and Exploration (213 students) provides an opportunity for staff to know students on an individual basis and assess their academic and social needs more thoroughly than could be done in a larger school environment. All teachers are using quantitative data to drive their instructional practices and are interested in acquiring and/or applying a variety of strategies to differentiate content delivery. The principal established the school in September 2008 and instituted a number of practices to promote high academic achievement and behavioral expectations. These

practices include schoolwide enrichment clubs, honor society, character education program, bi weekly town hall meetings with students and guidance staff and an aquatics program for second graders.

The school is decorated with student work, inspirational poems and slogans as visual reinforcement of expectations. A partnership with NYC-University Settlement has allowed YSADE to establish an effective extended learning time afterschool program that services students until 6pm.

Challenges

One of our major challenges is finding more effective ways to service our students who live in Temporary Housing. Our school is within the zone of 10 shelters and our STH population is currently 10% of total population. The ability to serve these students is lessened by the unpredictable time frame that the student is enrolled in YSADE.

ELA proficiency among Special Education students and Latino students has been identified in our NCLB accountability as areas that are not making similar progress as the rest of the school.

Curriculum & Instruction

Our 2009-10 NYSTART ELA data shows our students received the following scores on the NY State ELA Exam:

| ELA | Level 1 | Level 2 | Level 3 & 4 |
|------------------------------------|----------------------|----------------------|------------------------|
| Grade 3 (current 4 th) | 43% (12 students) | 36% (10 students) | 22% (6 students) |
| Grade 4 (current 5 th) | 21% (8 students) | 51% (20 students) | 28% (11 students) |
| Grade 5 | 22% (13 students) | 54% (32 students) | 24% (14 students) |

Among our Students with Disabilities, 0% scored Level 3 or above in Grade 3; 10% in Grade 4; and 7% in Grade 5. With our English Language Learners, 1 out of 9 students tested Level 3 and above on grades 3, 4, &5.

Our 2009-10 NYSTART Math data shows our students received the following scores on the NY State Math Exam:

| Math | Level 1 | Level 2 | Level 3 & 4 |
|---------------------------------------|---------------------|----------------------|------------------------|
| Grade 3 (current 4 th) | 25% (7 students) | 57% (16 students) | 18% (5 students) |
| Grade 4 (current 5 th) | 10% (4 students) | 20% (8 students) | 71% (28 students) |
| Grade 5 | 12% (7 students) | 44% (26 students) | 44% (26 students) |

Among our Students with Disabilities, 0% scored Level 3 or above in Grade 3; 40% in Grade 4; and 23% in Grade 5. With our English Language Learners, 0% in Grade 3, 75% in Grade 4, 40% in Grade 5.

Teachers effectively use data collection results to differentiate instruction and services rendered to meet students' needs. Students needing academic intervention are identified and their needs are addressed accordingly. Grade teams created curriculum maps based on the professional development provided throughout the year, the school's mission statement, students' academic needs, and NYS standards. This year we have increased our AIS support by providing it in literacy, mathematics, and social studies. Students are assessed upon entry into our program. We use both the push in and pull out model based upon the student's needs. Beginning in November 2010 we will offer an after school AIS program for literacy and mathematics two days per week for the duration of the school year. Teachers will assess students' reading progress on a six to eight week cycle using the Fountas and Pinnell Assessment Kit, conferring notes and informal running records. In math teachers administer unit pre and post tests from Everyday Math. For K-2 teacher will use ECAM to assess students' numeracy skills.

Special Education

Strengths:

YSADE has two self-contained 12:1:1 classes on grades 3, 4 and 5. There are five students receiving SETSS across grades 1-5. The SETSS students are serviced by a full-time IEP Teacher/Coordinator. The IEP Teacher/Coordinator collaborates with General Education classroom teachers to plan lessons, monitor IEP goals and academic progress for SETSS students. During a 50 minute block twice a week, the IEP Teacher/Coordinator performs small group instruction with designated self contained students while the classroom teacher works with another small group.

Our Special Education students are also included in our daily Extended Learning Time program from 3:15 to 6pm. Within this program we have two days in which students are receiving targeted academic instruction in ELA and Math for 90 minutes. We have also instituted a Saturday Academy for Grades 3-5. The Academy also targets identified students and provides instruction for three hours. Students are served breakfast and lunch during the Academy.

We have created an intervention called "Double Dose", which is a pull out model for Guided Reading. Students who receive "Double Dose" were selected by analyzing Fountas & Pinnell running records. If a student performed at least one year below grade level and had entered the grade below proficiency, he/she is placed in "Double Dose". Teachers were also consulted as to which students they observed needed additional instruction in ELA.

This year we also implemented Hands on American History program has been implemented through the NY Historical Society to teach Social Studies with using artifacts with 3, 4, & 5th students.

Challenges:

Our performance data indicates a significant gap between the achievement of Students with Disabilities and the General Education population in the area of ELA.

Another of our major challenges is improving attendance at the Saturday Academy. For Special Education students that are bussed in during week, transportation is a challenge on Saturday. Additionally, these same students tend not to participate in our Extended Learning Time initiatives for the same reason. There is also a concern about the slower rate of academic progress of many Special Education students as compared to the General Education population. Students often enter grades performing at 1-3 years below grade level. The ability to bridge this gap within a school year is very difficult.

Finally, we are seeking ways to have the parents of these students more involved in their child's academic activities. Many parents are facing hardships such as living in temporary housing, disconnected phones, and their own academic experiences that make it difficult for them to be as involved in a partnership with their child's teacher and/or to take advantage of the services offered at YSADE.

English Language Learners

We have a significant increase in English Language Learners in this school year. Currently there are 20 enrolled ELL students and many of them are recent immigrants. The ESL teacher has identified and described changes to the program in the attached LAP worksheet. We anticipate this trend to continue and will be preparing to meet the needs of these students through the use of best practices for language acquisition.

Professional Development

YSADE offers its teachers professional development based on the needs assessment of the school. Currently, there is a full time Literacy and full time Math Coach to provide job embedded professional development.

We also assessed that additional data points in the subject areas of Science and Social Studies needed to be used by teachers in developing their instructional plans.

We also conducted several Learning Walkthrough of classroom instruction and observed that although teachers knew they should be differentiating instruction, many were not clear on how to do so and were not implementing the strategies to differentiate. Teachers expressed concern about the amount of time they have for creating differentiated lesson plans.

Strengths:

During the first week of August, the entire staff of YSADE is offered a week of professional development based on the identified needs of students.

We offer differentiated professional development for incoming new teachers through monthly meetings. We have ongoing support from our Literacy and Math Coaches. CFN 606 staff members provide regular support and professional development in all subject areas, special education, collaborative inquiry and leadership development. This is done in house and off site.

We offer six-week courses in YSADE facilitated by selected staff members in Differentiated Instruction and Teaching of Writing. The courses meet once a week and teachers receive training rate.

Monthly Lunch and Learns are offered to teacher by the Literacy and Math Coaches. Topics include Mastering the Mini-Lesson format and Using Storybooks to teach Mathematics, for example.

The Pre K teacher attends mandated Universal Pre K professional development given by the city and attends Lunch and Learns. K- 2 teachers are also being trained on how to administer Early Childhood Math Assessment, which targets students learning skills and assists in planning next steps for individual students. They have also received ongoing training in the FUNdations phonics/word study program to support literacy instruction.

Teachers of grades 3 to 5 are being trained to read and analyze our internal predictive assessments results which were generated and item analysis using a scanner. All teachers used the data collected from the above-mentioned assessments to create SMART goals and action plans to differentiate instruction and services offered to meet students' needs. All teachers and students in graders K-5 have data binders focused on goal setting and are used for conferencing.

All teachers are beginning to assess the student work according to the New York State Standards and use the results in order to adjust and differentiate instruction to meet the needs of both their classes as a whole as well as those of each student.

Challenges:

Attendance at Lunch and Learns can be improved significantly especially among lower grade teachers. We are also searching for ways to build Professional Learning Communities among our veteran and newer teachers.

We are also challenged to provide targeted professional development for individual teachers that have needs outside of our schoolwide initiatives (ex. classroom management skills, effective lesson planning)

Parent Involvement

Strengths:

Many parents at YSADE have grown up in our neighborhood and have had a variety of experiences with the school. A number of them attended the school when it was P.S. 304 and witnessed an ineffective school culture and substandard academic practices. As a result, there was high level of reservation regarding the new school administration and configuration. We have seen inroads with parent engagement because of the outreach efforts led by our Parent Coordinator. Our 2009-10 Learning Environment Survey indicates that 96% of the responding parents were satisfied with the education their children's education, 97% were satisfied

In September we had our Annual Kick-Off Celebration in the schoolyard where the entire community is invited to participate in activities – barbeque, face painting, sports, relay race – to generate excitement and motivation for the upcoming school year. We will be instituting the following parental involvement activities for this year again: Family Basketball Night, Guest Reader (inviting parents/community), Families as Learning Partners (parents invited to come into the classroom to teach), Town Hall Meetings (once a month for Early Childhood/ Upper

elementary – open forum for parents and students to share their ideas, thoughts, concerns about the school community) partnership with Literacy Inc (cultivating literacy in families/community, making reading part of their everyday lives).

Challenges:

Our 2009-10 Quality Review Report indicated that there is a need to involvement parents more efficaciously into school decision making processes. We are looking at using our Town Hall meetings as a vehicle for this process. In addition, our Parent Coordinator continues to seek ways to engage parents that are managing very stressful lives; ways to break through the mindset of school is the only responsible for education; helping them understand the importance of spending time helping their children academically, working through their own school experiences which may not have been satisfactory.

The parents of our Students in Temporary Housing are also temporary housing and it is very difficult to have them focus on student academic support. We are also challenged with being able to maintain contact with parents and convincing them to become engaged even though they may be in the school on a short term basis. We also concerned about making sure students have uniforms and basic needs met as well as providing resources for parents (social work, psychological, coat drives, local churches, collecting uniforms from graduating students)

Student Support Services

Despite Young Scholars' Academy for Discovery and Exploration's (YSADE) strengths and accomplishments, we faced some challenges as well. YSADE has a very high transition population due to the fact that we have 10 identified shelters that are within our zoning area.

We've established the Scholar Study Team (SST) to address the immediate behavior, academic, and/or attendance issues indicated by a teacher regarding a student. Teachers are given a referral form where they document their concerns and then are given a date by the SST to meet and discuss the concerns with the team. At meetings, teacher describe the issues and steps they to address them. The SST then creates an action to target the areas of concern.

Finally, we have a Mental Health Clinic that opened this year to service our school building. It has been staffed with a full time Psychologist and a full time Therapist. This service has been crucial to the support of our student because we had to excess our social worker.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

YSADE 2010-2011 SCHOOL WIDE GOALS

Goal #1

By June 2011, third, fourth and fifth grade students achieving proficiency (Level 3 & 4) on the NYS ELA Examination will increase by 5%. For IEP students, we are seeking a gain of one year of progress is demonstrated on the New York State ELA exam.

Goal #2

By June 2011, third, fourth, and fifth grade students achieving proficiency (Level 3 & 4) on the NYS Mathematics Examination will increase by 5%. For IEP students, we are seeking a gain of one year of progress is demonstrated on the New York State Mathematics exam.

Goal #3

By June 2011, 90% of teachers will receive professional development in writing instructional practices from our internal Literacy Coach as evidenced by attendance logs and professional development reports.

Goal #4:

By June 2011, YSADE will establish monthly classroom newsletters on all grades and conduct home visits for all students with less than 90% attendance as evidenced by distribution of newsletter by principal, attendance teacher and parent coordinator logs, home visit reports, and iLog in ATS.

Goal #5:

By June 2011, YSADE will increase parent involvement in the formulation and approval of CEP goals by 50% as evidenced by minutes from our Parent Academy, parent participation in town hall meetings and SLT activities

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): English Language Arts

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| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>By June 2011, third, fourth and fifth grade students achieving proficiency (Level 3 & 4) on the NYS ELA Examination will increase by 5%. For IEP students, we are seeking a gain of one year of progress is demonstrated on the New York State ELA exam.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <ul style="list-style-type: none"> ▪ Third, fourth, and fifth grade students will be grouped in the extended day and Saturday program by proficiency levels based upon skill need as identified by the NYS testing data. ▪ AIS teachers will be assigned to those students performing at Level 1 and Level 2. ▪ Teachers will implement the 90-minute literacy block and continuously refine their mini-lessons to increase effectiveness. ▪ Implementation of Wilson’s for targeted students. ▪ Grade level conferences will focus on sharing and reviewing mini assessment results and rigorous sharing instructional strategies. ▪ Principal will rearrange schedules as needed to allow for model lessons and inter-visitations within the school community and at other schools. ▪ Professional development sessions are planned to help to allow teachers to unpack the standards in ELA. Teachers continue to grow in understanding of the New York State standards as well as becoming more confident accessing the DOE websites, ACUITY, and ARIS. ▪ Professional texts and articles are purchased and discussed with all staff members. ▪ The principal and assistant principal collect meaningful qualitative data through classroom walkthroughs, one-on-one meetings with teachers, review of teacher assessment binders and student data binders and attendance at grade level meetings. ▪ The principal and/or Assistant Principal will review quantitative and qualitative data and meet with the Support Staff on a weekly basis to identify supports needed by individual teachers and grades. ▪ Partnership with LINc to support our families with literacy at home through resources, workshops and demonstration sessions. |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> ▪ Use Title I set-aside funding to provide professional development sessions. ▪ Assistant Principal is the Instructional Leader for Literacy. ▪ Literacy Coach is on staff and provides professional development as needed. ▪ Academic Support Providers (ASP) have been hired to support students and teachers. ▪ ASP will provide support to students on all performance levels through Academic Intervention Service and Academic Enrichment Service. ▪ Title I funding will be used to support the after school program. ▪ Additional Title I funds are set aside to support our Students in Temporary Housing during our afterschool program. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> ▪ Principal and Assistant principal will conduct formal and informal observations and give teachers feedback to improve practice on weekly basis. ▪ Analyze school wide surveys bi-annually to determine next steps in planning and support ▪ Administrators will check for alignment between lesson plans and curriculum calendars on weekly basis. ▪ Administrators will utilize checkpoints for goal setting and revisions monthly. ▪ Teachers use performance indicators from NYC Performance Standards as “checkpoints” to determine individual child’s mastery level every month ▪ Analyze student progress on a variety of assessments on a monthly basis. <ul style="list-style-type: none"> - Analyze progress on the Reading Data Wall. - Review Student Data Binders. |

Mathematics

Subject/Area (where relevant): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, third, fourth, and fifth grade students achieving proficiency (Level 3 & 4) on the NYS Mathematics Examination will increase by 5%. For IEP students, we are seeking a gain of one year of progress is demonstrated on the New York State Mathematics exam.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> ▪ Third, fourth, and fifth grade students will be grouped in the extended day and Saturday program by proficiency levels based upon skill need as identified by the NYS testing data. ▪ AIS teachers will be assigned to those students performing at Level 1 and Level 2. ▪ Grade level conferences will focus on sharing and reviewing mini assessment results and rigorous sharing instructional strategies. ▪ Principal will rearrange schedules as needed to allow for model lessons and inter-visitations within the school community and at other schools. ▪ Professional development sessions are planned to help to allow teachers to unpack the standards in Mathematics. Teachers continue to grow in understanding of the Common Core standards as well as becoming more confident accessing the DOE websites, ACUITY, and ARIS. ▪ Professional texts and articles are purchased and discussed with all staff members. ▪ The principal and assistant principal collect meaningful qualitative data through classroom walkthroughs, one-on-one meetings with teachers, review of teacher assessment binders and student data binders and attendance at grade level meetings. ▪ The principal and/or Assistant Principal will reviews quantitative and qualitative data and meet with the Support Staff on a weekly basis to identify supports needed by individual teacher and grades. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> ▪ Use Title I set aside funding to provide professional development sessions. ▪ Principal is the Instructional Leader for Mathematics. ▪ Mathematics Coach is on staff and provides professional development as needed. ▪ Academic Support Providers (ASP) has been hired to support students and teachers. ▪ ASP will provide support to students on all performance levels through Academic Intervention Service and Academic Enrichment Service. ▪ Title I funding will be used to support the after school program. ▪ Additional Title I funding is set aside to support our Students in Temporary Housing during our afterschool program. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> ▪ Principal and Assistant principal will conduct formal and informal observations and give teachers feedback to improve practice on weekly basis. ▪ Analyze school wide surveys bi-annually to determine next steps in planning and support ▪ Administrators will check for alignment between lesson plans and curriculum calendars on weekly basis. ▪ Administrators will utilize checkpoints for goal setting and revisions monthly. ▪ Teachers use performance indicators from NYC Performance Standards as “checkpoints” to |

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| | <p>determine individual child's mastery level every month</p> <ul style="list-style-type: none">▪ Analyze student progress on a variety of assessments on a monthly basis.<ul style="list-style-type: none">- Analyze progress on the Mathematics Data Wall.- Review Student Data Binders. |
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Subject/Area (where relevant): Professional Development

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, 90% of teachers will receive professional development in reading and writing instructional practices from our internal Literacy Coach as evidenced by attendance logs and professional development reports.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> ▪ Teacher Teams will be established in order to engage staff in the Inquiry Process. ▪ 100% of teachers will participate in Teacher Teams in order to meet school goals and increase student performance in reading and writing. Team meetings will focus on using student work to inform instruction. ▪ Teams will participate in professional development around Quality Review, ARIS, and in-house mini assessment results. ▪ Collectively teachers will identify target group of students to focus on for inquiry work and use ARIS to establish target subgroups. ▪ Teachers will read professional literature about the inquiry process and professional learning communities. ▪ School schedule will be revised to maximize meeting time for our teachers. ▪ Teachers will document all meetings in a binder and draft agendas based on their students needs. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> ▪ Use 10% Title I Professional Development set aside funding to provide time for teachers to meet outside of the school day. ▪ Modify all support staff schedules in order to provide teachers with time to meet. ▪ AP is data specialist and will provide teacher teams with on going support. ▪ Literacy Coach will provide one to one and group support to teachers in order increase their effectiveness in the teaching of reading and writing. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> ▪ Administrators will monitor benchmark assessment results throughout the year. ▪ Documentation of targeted subgroups will be kept by inquiry teams. ▪ Data Analysis of subgroups will be performed bi monthly to monitor student progress. ▪ Teacher Team meeting agendas and minutes will be collected to monitor pedagogical progress in the implementation of reading and writing strategies. |

Subject/Area (where relevant): Attendance

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, YSADE will establish monthly classroom newsletters on all grades and conduct home visits for all students with less than 90% attendance as evidenced by distribution of newsletter by principal, attendance teacher and parent coordinator logs, home visit reports, and iLog in ATS</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> ▪ Parent coordinator identifies students with chronic attendance problems and performs outreach to parents. ▪ Reward and acknowledge students with attendance improvement and 100% attendance monthly. ▪ Town Hall meetings will be used to stress the importance of good attendance to students, parents, and staff. ▪ Attendance team and Attendance teacher monitor data and provide support for attendance events ▪ Parent coordinator conducts home visits and automatic calls to absent students on a daily basis. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> ▪ Parent Coordinator uses 20% of his schedule to address issues of poor attendance with parents ▪ Attendance Teacher will perform home visits based on weekly attendance data. ▪ Title I Part A ▪ Tax Levy Funding |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> ▪ Attendance teacher will use of weekly and monthly attendance data to monitor student improvement or decreases. |

Subject/Area (where relevant): Parental Engagement/Communication

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>By June 2011, YSADE will increase parent involvement in the formulation and approval of CEP goals by 50% as evidenced by minutes from our Parent Academy, parent participation in town hall meetings and SLT activities</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> ▪ Principal will make a specific appeal to parents to participate in CEP subcommittees. ▪ Teachers and Parent Coordinator will make phone calls home to invite parents to workshops and meetings. ▪ School Calendar will be sent home monthly (electronic and hard copy) & School Website will be updated regularly. ▪ Staff members and Community Based Organizations will facilitate various parent workshops and information sessions. ▪ Principal and parent coordinator will send out a parent survey two times a year to identify needs of parents ▪ Parent workshops and SLT meetings will be held mornings and evenings to accommodate parent availability. ▪ Parents who participate in workshops will be highlighted on a bulletin board in the Parent Coordinator's Office. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> ▪ 1% of Title 1 funding is allocated as parent involvement funds. ▪ Parent coordinator will dedicated 30% of his time to outreach efforts to engage parents in school activities. ▪ Parents of students in temporary housing will receive additional support from Social Worker and Parent Coordinator. ▪ Parent Coordinator will facilitate and integrated approach to parent involvement by engaging parents as learning partners. ▪ Partnership with University Settlement and The After School Corporation for an Expanded Learning Time Program has a parent engagement component. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> ▪ Monitor parent attendance and participation in SLT and town hall meetings. ▪ Parent Coordinator solicits ideas from parents about their perspectives on school priorities and goals in September, December, April, and June. ▪ Bi-annually analyze parent surveys to determine next steps in planning and support of parent involvement in school decision making processes |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 12 | 8 | N/A | N/A | 3 | NA | NA | 2 |
| 1 | 16 | 10 | N/A | N/A | 4 | NA | NA | 5 |
| 2 | 4 | 4 | N/A | N/A | 1 | NA | NA | 2 |
| 3 | 15 | 15 | N/A | N/A | 3 | NA | NA | 1 |
| 4 | 12 | 10 | 12 | 5 | 5 | 1 | 4 | 1 |
| 5 | 10 | 12 | 5 | 5 | 3 | NA | NA | 1 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
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| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|--|---|
| ELA: | <p>Guided Reading is provided to children in 1 – 5th grade in small group settings. This intervention is provided by academic support staff. Children are grouped according to levels.</p> <p>Targeted instruction is provided for our 3-5th grade students based on a skill of the week program.</p> <p>FUNdations is provided in whole group and small group settings for our K-2nd grade students. Students receive a double dose during 37 ½ minute program.</p> <p>Students are grouped homogenously using a push in model. These programs are used during extended day as well as during the school day.</p> |
| Mathematics: | <p>Mathematics Intervention is provided by our math coach and classroom teachers.</p> <p>A concentrated focus is on mathematics twice per week and each classroom teaches the subject in the morning. We incorporate more of the Everyday Math additional components to our students during small group instruction.</p> <p>Assessment data is used to teach specific targeted skills.</p> <p>Kaplan is utilized to provide support to students taking the NYS assessments.</p> <p>Students are grouped homogenously using push in model. These programs are used during extended day as well as during the school day.</p> <p>Math games are also an option for small group work during extended day and after school.</p> |
| Science: | <p>Science will be covered by the classroom teacher as well as the Science Cluster teacher.</p> <p>There are also science related enrichment clubs geared toward learning about and raising plants and animals.</p> |
| Social Studies: | <p>Fourth grade students will receive push-in services once per week during Social Studies or ELA in the content area instruction.</p> |

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| At-risk Services Provided by the Guidance Counselor: | We have a Boys Group that was started by our school guidance counselor for targeted students. A Girls Group is provided by the Assistant Principal. |
| At-risk Services Provided by the School Psychologist: | We have students who display severe issues meet with our school psychologist on an as needed basis. |
| At-risk Services Provided by the Social Worker: | Social Worker was excessed. At-risk services are now provided by a full time Psychologist and a full time Therapist in the Mental Health Clinic in the building. |
| At-risk Health-related Services: | The nurse conducts the Open Airways Program in conjunction with the American Lung Association and the Department of Health. The nurse will educate severely asthmatic students in ways to help control their asthma and live active lifestyles. This training is given in the fall and the spring. |

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K -5 _____ Number of Students to be Served: _____ 20 _____ LEP 193 _____ Non-LEP

Number of Teachers _____ 18 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview
See Needs Assessment

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service

provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

See attached LAP worksheet

Section III. Title III Budget Not Applicable

School: _____ BEDS Code: _____

| 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) - Per session - Per diem | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Requirement under Chancellor's Regulations – for all schools

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

When children are enrolled in the school, a Home Language Identification Survey is given the parents to complete at the time of registration. If parents indicated a language other than English as their primary language, then the ESL Teacher adds that parents name to a list of those who need language translation. Once identified, those parents receive notices and communication from the school in their primary language and English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - Currently, all of our parents that require translation and interpretation services speak Spanish as their primary language. A majority of these parents also read and write in Spanish.
 - We've also found that these parents need more consistent translation services. These findings were reported to the school community via PTA meetings, and School Leadership Team Meetings. We also reported the information to staff during faculty conferences so that all staff members can become aware of the need to translate in Spanish for parents who have been identified as having it as their primary language.
 - During one to one meetings and Parent-Teacher Conferences with identified parents, a translator is present. Our SBST team is bilingual and information sent home regarding IEP students is done in both languages.
 - A part of the budget is used for language translation services.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - We are using Microsoft Translator to convert all written English language documents into Spanish.
 - Staff members and parent volunteers assist in the process of translation for written communication.
 - Continue to implement translation at all meetings i.e. (PTA, Open House, Curriculum Night),

- Translate all communications home to families,
 - We are planning to post building signage in both English and Spanish.
 - We are planning to provide translation software for each classroom teacher for routine communication with parents needing translation services.
 - Report Cards are translated in Spanish
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
- All oral interpretation services are provided by in-house school staff.
 - When trying to contact parents that can not be reached by phone, the Parent Coordinator will make home visits. If this parent has been identified as having Spanish as his/her primary language, then the PC will be accompanied by a Spanish speaking staff member.
 - In-house bilingual staff members are always available to assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel.
 - Interpretation and translation are provided during PTA meetings and other group events attended by non-English speakers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
- The school will provide all oral interpretation services in-house by the school's bilingual staff. The in-house bilingual staff members are always available to assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|---------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | 279,450 | N/A | 279,450 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 2,796 | N/A | 2,796 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 13,972 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 27,945 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100% ____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PARENT RESPONSIBILITIES

We as the parents of the children of Young Scholars' Academy for Discovery and Exploration will support our children's learning in the following ways.

Support my child's learning by making education a priority in our home by

- (a) making sure my child is on time and prepared everyday for school
- (b) monitoring attendance
- (c) talking with my child about his/her activities every day
- (d) scheduling daily homework time
- (e) providing an environment conducive for study
- (f) making sure that homework is completed
- (g) monitoring the amount television my children watch

Volunteering in my child's classroom.

Participation as appropriate in decisions relating to my children's education.

Participation in school activities on a regular basis.

Staying informed about my child's education and communication with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

Reading together with my child every day.

Providing my child with a library card.

Helping my child accept consequences for negative behavior.

Being aware of and following the rules and regulations of the school and district.

Supporting the school's discipline policy.

Express high expectation and offer praise and encouragement for achievement.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and

programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENT COMPACT

YSADE SCHOOL RESPONSIBILITIES

Young Scholars' Academy for Discovery and Exploration will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- **Parent/Teacher Conferences will be held 2 times annually to support parents understanding of the curriculum. The compact will be discussed as it relates to each child's achievement.**

Young Scholars' Academy for Discovery and Exploration will hold Parent/Teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement.

- **Parent/Teacher Conferences will be held 2 times annually. One in November and one in March.**

Young Scholars' Academy for Discovery and Exploration will provide parent with frequent reports on their children's progress. Specifically, the school will provide reports as follows.

- **During the Parent/Teacher conferences parents will be provided with an update of their child report card.**

Young Scholars' Academy for Discovery and Exploration provide reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- **Parents/ Teachers Conferences will be held 2 times a year. YSADE will have an open door policy to facilitate parent concerns regarding their children.**

Young Scholars' Academy for Discovery and Exploration will provide parents opportunities to volunteer, participate in their child's class, and to classroom activities as follow:

- **YSADE will invite parents into their children classroom to volunteer and participate in their child's class and observe classroom activities.**
- **Learning Leaders and Parent volunteer will assist teachers with a hands-on approach to their children education. The 4th Friday of each month parents is invited to their children classroom to act as learning partners. The 2nd Friday of each month is Guest Reader Friday and parents are invited to read a book to a class.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Standardized data will be collected and analyzed. We will utilize information from NYS standardized test scores, prior and current reading levels, in class assessments, and interim assessments. Once all of the information is gathered the Principal's cabinet (consists of administrators, classroom teacher, cluster teachers, guidance counselor, parent coordinator, special education coordinator) will create a proposal to present to the School Leadership Team feedback, revision and final approval. Throughout the entire process the goal will be explicitly stated: to create educational programs to address the needs of all students. See pages 11-16
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

At YSADE we use strategies school wide that support all our students in academic achievement. We use effective methods and instructional strategies that are based on scientific research. Consistent with New York City requirements, daily lessons are taught using the workshop model with a mini lesson, independent work time, and a share in all subject areas. We also have both a balanced literacy and balanced mathematics program. Balanced literacy takes the form of independence reading using high interest, leveled texts, as well as shared and guided reading; there is individual teacher conferencing in both reading and writing. For mathematics, we use University of Chicago's Everyday Mathematics, a developmentally appropriate, research based program aligned with NCTM standards. For science we use FOSS, an inquiry method approach, and for social studies an integrated approach which includes using leveled nonfiction texts, Document Based Questions and Nystrom's developmentally appropriate geography products.

Our extended day program is open to all students from grades K-5. Two days a week for 37.5 minutes each day, our students engage in academic intervention services (AIS) or enrichment activities depending upon their individual needs in groups of ten students or fewer. Those receiving AIS and enrichment do so in both literacy and mathematics. All students also participate in electives which are activities with an academic base which includes the arts, movement, skills building, environment and/or technology. Students selected activities from a menu that includes such things as yoga, choir, environmental, dance, post office, student council, and comic book design.

We offer an after school AIS program three days a week for a total of six and a half hours per week. We use Leap Frogs for K-2 and guided reading for our 3-5 students.

We also have support personnel who help address the needs of all the children in our school, but particularly the needs of low academic achieving students and those at risk of not meeting the State academic content standards. We have one full time Literacy Coach and one full time Mathematics Coach. Both of these specialists provide AIS services part time. Our science lab teacher provides AIS services to those students identified in need based on the results of the New York State Science test. We have one guidance counselor and one social worker. One provides counseling to those students mandated according to their IEPs. The social worker provides services to students identified as at risk by the school community, and those requiring periodic interventions.

3. Instruction by highly qualified staff.
 - **All teachers are licensed and certified. In addition, 100% are highly qualified to teach.**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - **Each teacher has an individualized professional development plan that has been developed in conjunction with administration. In a addition, teachers, paraprofessionals and other staff members participate in Teacher Team Meetings, Mini Series PD, and professional development offered by our support organization.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - **We maintain a safe, nurturing professional environment where teachers are appreciated and celebrated. Our schools website, word of mouth and our reputation in the community has allowed us to have highly qualified staff members.**
6. Strategies to increase parental involvement through means such as family literacy services.
 - **We have a full time Parent Coordination who facilitates a variety of workshops for parents. We also have such programs as Families and Learning Partners, family math night, coffee chats, and an open door policy.**
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - **We have a Pre kindergarten class and a highly qualified staff member and paraprofessional. We also have a pre-k social worker who pushes in the classroom daily. The Bedford Stuyvesant Early Childhood Center has an afterschool program in our building and we provide tours and orientations for parents in the spring. We also have "Kindergarten Roundups" where advertising is done with local daycare centers to make them aware of our school. Parents and children are given a tour & refreshments in April & May.**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **Each grade has two common planning periods in their weekly schedule where they discuss curriculum with instructional coaches and adjust areas as needed. Each grade has a grade leader who disseminates information on the grade from administrative meetings and turn key new ideas from the grade to administration. The use of mini assessments allows teachers and administration to come together to look at patterns among the grades and to make decisions together based on data. Teachers also have data days where they communicate their findings with teachers and administration.**
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - **In the beginning of the year we identify students who will benefit from Academic Intervention Services, after school programs, enrichment programs, small group intervention, FUNdations, Wilsons, at risk counseling, mentorships to provide them with maximum time needed to grow.**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- **Our entire staff works together to provide the best services for our students. Programs such as our Healthy Snack, Wellness council, Heartwood character education program and an array of services provided by University Settlement ensures our students and families receive exemplary services.**

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓) | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. |
|--------------|--|---|--|---|
|--------------|--|---|--|---|

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

| | | Yes | No | N/A | | Check (✓) | Page #(s) |
|-------------------------|---------|-----|----|-----|-----------|-----------|-----------|
| Title I, Part A (Basic) | Federal | X | | | 279,873 | X | |
| Title I, Part A (ARRA) | Federal | | | X | | | |
| Title II, Part A | Federal | | | X | | | |
| Title III, Part A | Federal | | | X | | | |
| Title IV | Federal | | | X | | | |
| IDEA | Federal | X | | | 9,271 | X | |
| Tax Levy | Local | X | | | 1,316,627 | X | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS Not Applicable

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

Not Applicable

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

Not Applicable

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

According to our ATS data, as of October 28, 2010 we have 23 Students in Temporary Housing enrolled in our school.

2. Please describe the services you are planning to provide to the STH population.

To address the needs of our STH population, the Literacy and Math Coaches immediately assess identified students for reading and math levels to determine if there is a need for academic support. Our Social Worker contacts parents to discuss various support services the school can provide and will also make visits to the Temporary Housing if needed. All students in Temporary Housing are targeted for Homework Help in our afterschool program. If a staff member indicates a higher concern for a student's progress and well-being, the Principal and a team will make a site visit to speak with the student & his/her family.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|--|-------------|--------|---------------|--|--------------|
| School Name: | Young Scholars' Academy for Discovery and Explorat | | | | | |
| District: | 16 | DBN: | 16K636 | School | | 331600010636 |

DEMOGRAPHICS

| | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | |
| | K | v | 4 | v | 8 | 12 | |
| | 1 | v | 5 | v | 9 | Ungraded | v |
| | 2 | v | 6 | | 10 | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|------------|------------|------------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 17 | 18 | | | 92.4 | 91.9 |
| Kindergarten | 24 | 33 | 42 | | | | |
| Grade 1 | 25 | 21 | 29 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 28 | 22 | 23 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 47 | 29 | 25 | | | 89.8 | 95.1 |
| Grade 4 | 62 | 46 | 36 | Poverty Rate - % of Enrollment: | | | |
| Grade 5 | 49 | 64 | 39 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 6 | 0 | 0 | 0 | | | 97.4 | 99.1 |
| Grade 7 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 8 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 9 | 0 | 0 | 0 | | | 30 | 31 |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Grade 11 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 12 | 0 | 0 | 0 | | | 5 | 5 |
| Ungraded | 0 | 1 | 2 | | | | |
| Total | 235 | 233 | 214 | | | | |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 30 | 23 | 17 | Principal Suspensions | | 4 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | | 8 | 1 |
| Number all others | 7 | 9 | 14 | | | | |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | CTE Program Participants | | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Early College HS Program Participants | | 0 | 0 |

| Number of Staff - Includes all full-time staff: | | | |
|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # receiving ESL services only | 15 | 17 | TBD |
| # ELLs with IEPs | 1 | 5 | TBD |
| Number of Teachers | | 22 | 20 |
| Number of Administrators and Other Professionals | | 7 | 6 |
| Number of Educational Paraprofessionals | | 0 | 3 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | 0 | 0 | % fully licensed & permanently assigned to this school | | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | | 0.0 | 0.0 |
| | | | | % more than 5 years teaching anywhere | | 54.5 | 60.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | | 68.0 | 70.0 |
| American Indian or Alaska Native | 0.4 | 0.0 | 0.0 | % core classes taught by "highly qualified" teachers | | 88.2 | 100.0 |
| Black or African American | 60.0 | 61.8 | 59.3 | | | | |
| Hispanic or Latino | 37.0 | 37.3 | 38.3 | | | | |
| Asian or Native Hawaiian/Other Pacific | 0.9 | 0.0 | 0.9 | | | | |
| White | 1.7 | 0.4 | 0.9 | | | | |
| Male | 57.4 | 57.9 | 52.3 | | | | |
| Female | 42.6 | 42.1 | 47.7 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | | | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | | Category | | |
|--|-------------------------------|--|---|----------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA: | v | ELA: |
| Math: | v | Math: |
| Science: | v | Graduation Rate: |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | |
|-----------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| Student Groups | ELA | Math | Science | ELA | Math | Grad Rate** | Progress Target |
| All Students | vsh | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | vsh | v | - | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | | | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | vsh | v | - | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | vsh | v | | | | | |
| Student groups making | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|---|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | A | Overall Evaluation: | | | | | P |
| Overall Score: | 64.7 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | P |
| School Environment: | 9.8 | Quality Statement 2: Plan and Set Goals | | | | | P |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | P |
| School Performance: | 5.6 | Quality Statement 4: Align Capacity Building to Goals | | | | | P |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | P |
| Student Progress: | 44 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 5.3 | | | | | | |

| | |
|--|---|
| KEY: AYP STATUS | KEY: QUALITY REVIEW SCORE |
| v = Made AYP | U = Underdeveloped |
| vSH = Made AYP Using Safe Harbor Target | UPF = Underdeveloped with Proficient Features |
| X = Did Not Make AYP | P = Proficient |
| - = Insufficient Number of Students to Determine AYP | WD = Well Developed |
| | NR = Not Reviewed |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|---|--------------------|---|---|
| Network Cluster CFN 606 | District 16 | School Number 636 | School Name Young Scholars' Acad |
| Principal Danika LaCroix | | Assistant Principal Robin Williams | |
| Coach Jimelle Fraser/Math | | Coach Joyce Knights/Literacy | |
| Teacher/Subject Area :Fe Montarde/ESL | | Guidance Counselor Bryant Brown | |
| Teacher/Subject Area type here | | Parent Robert Walker | |
| Teacher/Subject Area type here | | Parent Coordinator Brett Glenn | |
| Related Service Provider Elisha Carlos | | Other SATIF: Deena Abu-Lughod | |
| Network Leader Petrina Palazzo | | Other type here | |

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 1 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 0 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 213 | Total Number of ELLs | 20 | ELLs as Share of Total Student Population (%) | 9.39% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Young Scholars' Academy for Discovery & Exploration (PS 636K) is a diverse school with a population of 213 students. It offers ESL Program under the No Child Left Behind Act and serves 20 English Language Learners (ELLs) from Kindergarten to 5th grade. These ELLs were identified through the Home Language Identification Survey (HLIS) Forms which was filled out during the child's registration to school.

When parents enroll their children in the school, out of classroom teachers --Ms. Carlos, the IEP Teacher; Mr. Brown, the Guidance Counselor; and Mrs. Montarde, the ESL Teacher-- take turns in administering and discussing the HLIS form with the parents in their home language. This procedure was done to determine what language the child and the parents speak at home. The Spanish bilingual Para, Ms. Claudi, interviewed the parents to assure the accuracy of responses in the HLIS form. The ESL teacher signed the HLIS form and determined if the child is LAB-R (Language Assessment Battery-Revised) eligible.

The child is eligible for LAB-R testing if in the HLIS Form, there is at least one (1) response to questions #1-4 and any two (2) responses to questions #5-7 which indicate a language other than English. Those students who were eligible were tested with short LAB-R (Form B) within 10 days of initial enrollment. The English LAB-R was administered to all eligible ELLs as per CR-Part 154, to determine their English proficiency level. However, if the child is unable to answer the first three (3) questions of the LAB-R, the child is given the Spanish LAB (Form B) to determine proficiency level in the Spanish language. The ESL teacher then hand-scores the LAB-R and Spanish LAB documents in order to place the students in the parent's choice of the ELL Program. The LAB-R score tells the child's language proficiency level for the newly admitted ELLs. Students who scored at or above a state-designated level of proficiency (i.e above the cut-off scores) were placed in a monolingual class. The parents of students identified as ELLs (English Language Learners) were notified in writing and sent an Entitlement Letter (in their native language) and an invitation letter for Parents' Orientation. This was also done within 10 days of registration. Phone calls were made to confirm attendance to the orientation during which parents watched the orientation video in their preferred language (i.e Spanish, Chinese, etc.) so they could receive information and understand the different program options (Transitional Bilingual, Dual Language, ESL Program) available.

The six (6) parents who attended the orientation filled out the Parents Survey and Program Selection Form. All of them chose ESL Program as their option . Five (5) parents had Bilingual Program as their option 2 and Dual Language Program as their third choice. One (1) parent had Dual Language as option 2 and Bilingual Program as option 3. Children whose parents were sent again with the Program Selection Form and invitation for another orientation but didn't respond nor returned the forms, were placed in ESL Program. For the past three or four years that most parents chose the ESL Program, which is our primary service model.

The New York State English as a Second Language Achievement Test (NYSESLAT), which is administered every Spring will determine the ELL's language progress and proficiency level. The scores would tell whether the child will continue to be in the ESL program or not. Continued Entitlement Letters are sent out to families of all ELLs who will continue to receive ESL services, and Non Entitlement Letter to those who tested out of the NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 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 | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 20 | Newcomers (ELLs receiving service 0-3 years) | 17 | Special Education | 1 |
| SIFE | 0 | ELLs receiving service 4-6 years | 3 | Long-Term (completed 6 years) | |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 17 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 20 |
| Total | 17 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 20 |

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |

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 |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 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 |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | 6 | 3 | 1 | 4 | 1 | 2 | | | | | | | | 17 |
| Chinese | 3 | | | | | | | | | | | | | 3 |
| Russian | | | | | | | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 9 | 3 | 1 | 4 | 1 | 2 | 0 | 20 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The ESL program at YSADE uses both the Push-in and Pull-out model. It is designed to develop the basic interpersonal communicative skills of ELLs in English through cooperative learning approach in pair or in small group. The ESL teacher uses the Balanced Literacy Program that serves as an integral part of the students' education. Therefore, she works in collaboration with the classroom teachers of ELLs through conversations and meetings to assist the students in reading, writing and language development. Articulation sheets are given to the teachers of ELLs to align ESL instruction, and reinforce the instruction given in the classroom. The ELLs are picked-up from the classroom and provided differentiated ESL instruction according to grade and proficiency level. The grouping is by grade span, i.e. students in Kindergarten and First grade [Beginners (B) and Intermediate (I)] together, grades two and three (B/I), and grades four and five (B/I). Advanced ELLs are also grouped by grade span: K-1, 2-4, and 5-6. The beginners and intermediate are provided 360 minutes of ESL instruction and 180 minutes for advanced. They will also receive at least 180 minutes of ELA in the classroom. In grade 3, where ELLs are contained in one classroom, the ESL teacher sometimes pulls-out the students but most of the time pushes-in to work with the ELLs on the lesson that was taught by the classroom teacher.

ELLs who have less than 3 years in the U.S. schools will continue receiving ESL services, 360 minutes for beginners and intermediate, and 180 minutes for advanced level until they become English proficient and test out of the NYSESLAT. They will also receive at least 180

minutes of ELA in the classroom. Bilingual books and dictionaries are made available to them. Since these ELLs will take the ELA exam after one year of school here in the US under the No Child Left Behind (NCLB) Act, the ESL teacher would prepare them to be ready for the ELA statewide test. The ESL teacher will specifically teach them the language of the test and vocabulary. They will be taught using the workshop model in reading and writing, the different thinking skills, as well as language skills to ensure that they will pass the standardized assessments. The ESL teacher delivers 100% English in providing differentiated instruction using TPR, Hands-on activities and Language Experience Approach- i.e exposing them to speaking and listening activities such as read-alouds, books on tapes, phonics, and language patterns.

The ELLs who have been receiving 4 to 6 years of ESL services and the Long Term ELLs (completed 6 years) but still didn't test out of NYSESLAT will be pulled out in small group for differentiated ESL instruction and be referred for intensive Academic Intervention Services.

The ELLs who have special needs will be given focused instruction in reading, phonics and small group guided reading. More language drills in both oral or written forms, listening activities and test preps are provided. They will be prepared for the NYSESLAT using Getting Ready for the NYSESLAT workbooks from Attanasio & Associates. In addition, these ELLs with special needs will be engaged in technology (i.e. computers, audio-cassette) as hand-on activity to engage themselves in learning. They will be subject for testing accommodations based on the IEP.

Young Scholars' Academy for Disc. & Exploration (P.S 636) , at this time, does not have any Students with Interrupted Formal Education (SIFE). However, if a SIFE student is enrolled, the school will follow the screening procedure stipulated in Appendix A of the BESIS. If proven SIFE, students with a home language of Spanish should take the Academic Language & Literacy Diagnostic (ALLD) test for placement.

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

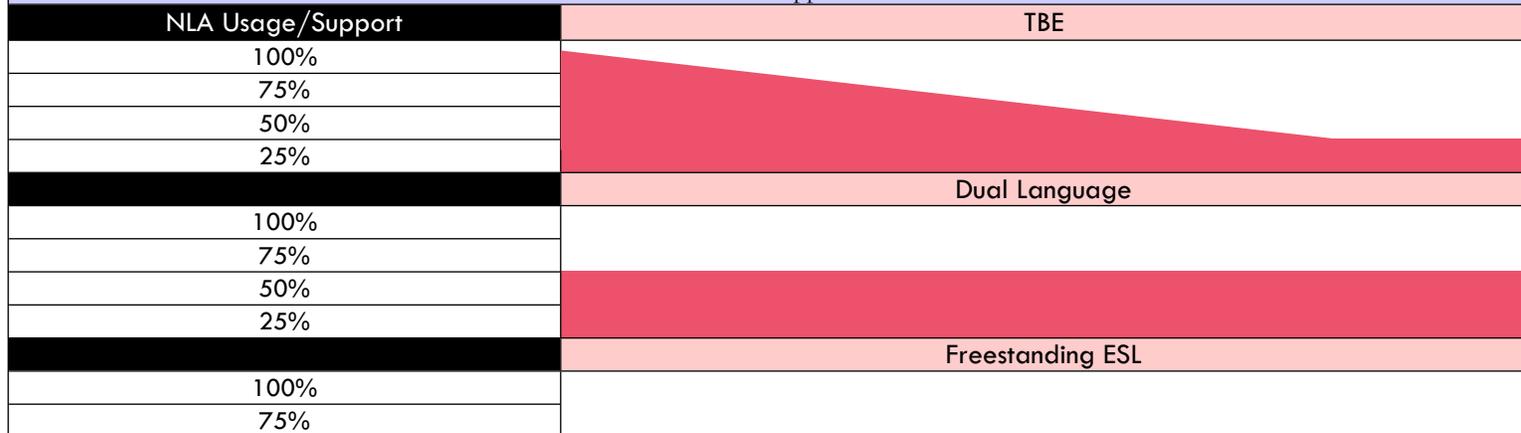
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

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



| | | | |
|------|-----------|--------------|----------|
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

B. Programming and Scheduling Information--Continued

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

In addition to literacy and content area instruction received in the classroom, the school intensifies Academic Intervention Services (AIS) for students including ELLs whose performance are below grade levels. The beginning ELLs are pulled out by the ESL teacher during the extended day every Wednesday and Thursday from 2:40 to 3:30. All students (except for parents who didn't opt to) attend the After-School Program, an Extended Learning Time (ELT) sponsored by the University Settlement which offers both academic and social support to students from K-5, everyday from 3:30 to 6:00, Monday through Friday. Professional Developments are provided to teachers who are providing intervention to children with limited English proficiency and at-risk students. Additional ELA and Math periods are provided to Grade 5 level 1 students including ELLs are provided by the Literacy and Math coaches during the day. ELLs who have speech difficulty are serviced by the Speech Teacher. Saturday Academy is also set in November.

The ESL teacher uses the Into English Program to teach the lessons in Science and Social Studies. The Into English Program includes book on tapes, posters, workbooks and picture cards in different proficiency levels. These are language-rich materials with picture supports to make the content and language comprehensible. In addition, a set of Scott Foresman ESL books and workbooks are also used to support content-area instruction. In Math, the ESL teacher uses different reference books and workbooks of Kaplan & Ladders to Success. Most of the time, the ESL teacher uses the internet to print Math worksheets to reinforce the lesson covered during the day.

The ESL Program provides a nurturing environment and offers the same quality academic instruction that native English speakers received in the classroom. This is because the ESL teacher aligns her instruction with the ELA and Math curriculum. The ELLs are allowed to use their native language with the teachers and peers in both academic and social setting so they could express themselves in their transition to developing English proficiency. ELLs are encouraged to borrow books to take home to read with the parents. They could access to bilingual dictionary, bilingual books and instructional charts to read and use while they are in the the ESL classroom.

The school makes sure that students who tested out of the NYSESLAT will continue receiving additional academic support from academic

support staff (i.e. AIS, Resource Room, etc.) for two years. They will continue to have testing accommodations (i.e. extended time and a half and separate location) in a statewide ELA and Math assessments.

Every year, the school holds a "Back to School" kick off activity, a week before the school year begins. The administration and staff welcome the students and families to the school to meet children's book authors who read-aloud books to them. Teachers who speak Spanish were assigned to assist the Spanish speaking families during the activity. Books are given as prizes to those who come and participate in the kick-off activities. On the first day of school, all new incoming students including ELLs are gathered in the school gym. All teachers and staff assist in the transition of the first day. Each classroom teacher has a designated spot with the name of the class while all out of classroom teachers assist the parents in finding what class the child belongs.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher will attend study groups for ESL teachers and staff development throughout the school year. She will attend the monthly ESL liaison meeting in order to be updated with the current ESL-related issues and information. The ESL teacher also attends professional developments sponsored for ESL teachers from the Office of ELLs and from the Brooklyn/Queens BETAC in order to learn new innovative ways and research-based ESL strategies. The school will provide professional development which focuses on data-driven instruction and best practices for all students including ELLs. Survey will be distributed to staff to determine what PD is needed in terms of best practices, curriculum and instruction. In addition, the school will hire an ESL person from the network to provide PDs to all staff to get the minimum 7.5 hours of required ELL training. The ESL teacher is asked to provide PD to classroom teachers to share ESL strategies they could use in the classroom for ELLs. This will also give the teachers support in moving the ELLs to a higher proficiency level.

Weekly grade meetings are in place at YSADE. The school ensures that fifth grade teachers are exposing the students to higher grade level lessons and higher expectations in terms of reading, writing and rubrics. Every year, fifth grade classes go to field trips to middle school to let the students see what are the expectations they need to meet when they go to middle school. Inter-school visitation is scheduled for 4th and 5th grade classes, with or without ELLs, to help the teachers gain some insights how other schools support and prepare the ELLs in their transition to middle school.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Young Scholars' Academy welcomes all parents and values their input as a partner in building a learning community. The School Administrators, the ESL teacher, the Parents' Coordinator and the PTA President are reaching out to parents through conversations, home visitations, parents' meetings, letters sent home and phone calls. ELL Parents' Orientation, Parents' Workshops, Open-School Nights and Parent-Teacher conferences are in place to get them involved in their child's academic development and success. All parents are informed of their children's academic progress through letters. If there are school activities, flyers and invitation letters are sent home.

The needs of the parents are evaluated through questionnaires and survey that are sent to them in terms of academic support they need for their children. These survey will determine what do parents need and therefore will be discussed during the workshops and meetings.

Options are open as to whether they like to do volunteers as learning partners or to attend the scheduled Parents' Workshop.

During the Curriculum Night, these parents are informed of the state standards, assessments, school expectations and general program requirements in class and ESL program. They are provided with the opportunity to participate in academic and social activities as well as in decision making through sports and social activities such as "Family Basketball Nights" and "Families as Learning Partners". During Families as Learning Partners Day, parents or friends come to a classroom and the read book of their choice and interest to the class. This is done every Friday.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 9 | 2 | 1 | 3 | 1 | | | | | | | | | 16 |
| Intermediate(I) | | 1 | | | | 2 | | | | | | | | 3 |
| Advanced (A) | | | | 1 | | | | | | | | | | 1 |
| Total | 9 | 3 | 1 | 4 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 |

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

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

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | 1 | | | | 1 | | | | 2 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | | | 1 | | | | 2 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 1 | | | | 1 | | | | 2 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Math | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|----------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
|----------------------------|--|------------------|------------------|------------------|--|------------------|------------------|------------------|
| | Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |
| | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile | 1-25 percentile | 26-50 percentile | 51-75 percentile | 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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

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

The classroom teachers use the ECLAS and Fountas and Pinnell running records to assess the early literacy of the students including ELLs. They assess the students on an on-going basis. The results showed the ELLs' different reading levels. In grades K-2, five (5) ELLs read below level A, five (5) are level A readers, one level C and one level E. This data points to a need for intense reading instruction for ELLs. The ESL teacher collaborates with the classroom teachers for consistency of instruction and to ensure that these students will meet the learning standards and pass the required assessments. She delivers reading instruction with emphasis on alphabet recognition and phonics using the Hampton Brown set of materials that include alphabet cards with pictures and books on tapes. Each song emphasizes a letter of the alphabet with corresponding Big book to enable the ELLs to associate the sound with the letter and pictures. The ESL teacher uses technology through starfall.com and Rosetta Stone to reinforce the language and alphabet that is taught during the day.

teacher needs to teach students how to increase their stamina to endure more rigorous yet engaging instruction in reading and writing. The ESL teacher's focus is on teaching phonics, guided reading and use Bloom's Taxonomy's art of questioning to develop thinking skills. Echoing, choral reading, Read-alouds and books on tapes are used as listening and speaking activities. These assessment results overall, determine what skill each child needs to grow that drives the teacher's instructional decision. The success of the school's program for ELLs are measured in the achievement of the targeted goals in terms of the parents' active response and participation in school, improved basic skills and English language proficiency of ELLs.

Additional Information

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

Paste additional information her

Part VI: LAP Assurances

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|---------------------|-----------|-----------------|
| | Principal | | 11/1/10 |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |

| | | | |
|--|----------------------|--|--|
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |