



YOUNG SCHOLARS ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 11/BRONX/11X289)
ADDRESS: 3710 BARNES AVENUE
TELEPHONE: 718-325-5834
FAX: 718-325-5676

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11x289 **SCHOOL NAME:** Young Scholars Academy of the Bronx

SCHOOL ADDRESS: 3710 Barnes Avenue, Bronx, NY 10467

SCHOOL TELEPHONE: 718-325-5834 **FAX:** 718-325-5676

SCHOOL CONTACT PERSON: Jeanette Vargas **EMAIL ADDRESS:** JVargas5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jeanette Vargas / Linda Woods

PRINCIPAL: Jeanette Vargas

UFT CHAPTER LEADER: Adrian Royal

PARENTS' ASSOCIATION PRESIDENT: Linda Woods

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** CFN 608

NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Elizabeth White

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
Jeanette Vargas	*Principal or Designee	
Adrian Royal	*UFT Chapter Chairperson or Designee	
Linda Woods	*PA/PTA President or Designated Co-President	
Linda Woods	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Deborah Harris	Member/UFT	
	Member/UFT	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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 is located in the North-East part of the Bronx and is part of the Richard R. Green School Campus. Young Scholars Academy (a.k.a – YSA) is a Middle School that houses students in grades 6 – 8. Student population is at 412 students mainly made up of children from the Caribbean Islands. We are a uniform school and stress the importance of looking and acting the part of a Scholar. We have gender specific classes in order to address the particular difference in how girls and boys learn. Along with single gender advisory classes which focus on the social and emotional aspects of the middle school child.

Our Vision/Mission at YSA is to build a community designed to educate all children and where education leads to endless possibilities.

There are three goals that we keep in mind.

To promote high levels of academic achievement

To nurture the social, emotional, and physical development of adolescent learners (Our motto: "Intelligence plus character- that is the true goal of education".)

To prepare all students for success beyond high school and college.

We provide a variety of extracurricular activities, students participate in the Campus Beacon Program which include but is not limited to Chorus, STEP team, and Band. YSA's Extended Day Programs include academic enrichment classes, basketball, Fitness, Learning Lab , Saturday Academy and the Intrepid Program.

Our partnerships include, Enact, Intrepid, PENCIL (Castle Harlan), Morningside, Barnes and Noble

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		The Young Scholars Academy of The Bronx								
District:		11	DBN:		11X289	School BEDS Code:		321100010289		
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7	√	11			
	K		4		8	√	12			
	1		5		9	√	Ungraded	√		
	2		6	√	10					
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	0	0	0		91.1	91.9	TBD			
Kindergarten	0	0	0	Student Stability - % of Enrollment:						
Grade 1	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	0	0	0		92.6	94.3	TBD			
Grade 3	0	0	0	Poverty Rate - % of Enrollment:						
Grade 4	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	0	0	0		66.0	65.9	83.0			
Grade 6	148	122	134	Students in Temporary Housing - Total Number:						
Grade 7	215	148	127	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	198	212	148		7	7	TBD			
Grade 9	0	0	1	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		1	0	2			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	0	0	1	(As of October 31)	2007-08	2008-09	2009-10			
Total	561	482	411							
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			
# in Self-Contained Classes	23	21	26	Principal Suspensions	10	17	TBD			
# in Collaborative Team Teaching (CTT) Classes	18	18	19	Superintendent Suspensions	26	22	TBD			
Number all others	10	21	30	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10			
English Language Learners (ELL) Enrollment:					Number of Staff - Includes all full-time staff:					
(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	0			
# in Transitional Bilingual Classes	0	0	0	Early College HS Program Participants	0	0	0			
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff:						
# receiving ESL services only	0	9	9	(As of October 31)	2007-08	2008-09	2009-10			
					Number of Teachers	31	29	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	2	4	Number of Administrators and Other Professionals	7	8	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	2	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	6.5	37.9	TBD
				% more than 5 years teaching anywhere	25.8	34.5	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	68.0	72.0	TBD
American Indian or Alaska Native	1.1	0.8	1.0		83.8	96.4	TBD
Black or African American	70.6	68.0	67.2				
Hispanic or Latino	22.3	25.5	26.5				
Asian or Native Hawaiian/Other Pacific Isl.	4.6	4.4	4.1				
White	1.4	1.0	1.0				
Male	50.1	51.7	56.2				
Female	49.9	48.3	43.8				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	√sh	√sh	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	√		
Overall Score:	58.7			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	9.1			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	17.9			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	30.2						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	1.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

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?
-

In-House Assessments:

- Further professional development of ELA teachers in Balanced Literacy, focus on Writing, guided reading, the new core standards, the further development of the ELA curriculum map, data analysis, develop grade specific assessments in ELA and develop intervention plans for scholars.
- Continue professional development of Math teachers, on curriculum map, creation of authentic assessment, data analysis, and developing intervention plans for scholars.
- When looking at our Social Studies department it was noted that there was only one Social Studies teacher for the 8th grade only. Social studies for the 7th grade students were taught by a variety of teachers in both the 8th and 7th grade. Students in both the 7th and 8th grade received only four periods of Social Studies per week. We are looking to continue professional development on instruction, hire a 7th grade teacher to teach social studies, develop curriculum pacing map, and create authentic assessments to be given periodically.
- When looking at our Science Department it was noted that though we had two fully licensed Science teachers, they were only programmed to teach each of the classes four periods a week. We are looking to increase the number of periods students have science weekly from four periods a week to 5 periods a week with one of the days at least having a double period for Labs.
- ELL's – with nine ELL's currently on our roster, it is not all feasible to have a fulltime ESL teacher. We did however; use the Read 180 component for ELL's to enhance language acquisition. We will use a teacher who is a holder of an ESL Certificate to continue the work we started.
- We are still in need to develop our affiliation with the Arts.

Quality Review 2008/2009: School needs to improve on the following:

- Needs to develop systems in all subjects as students move through the school in order to ensure that students make adequate progress and achieve their learning goals.
- Further develop consistency and good practice in setting differentiated goals in all subjects for individual and groups of students.
- Develop strategies to improve learning, progress and performance of lower-achieving and higher achieving students, building on effective work of the Inquiry Team.
- Identify ways of creating partnerships and community links to ensure students have greater access to music and the Arts.

School Report Card:

- YSA is a school in good standing, however, students with disabilities made AYP in both ELA and Math by meeting Safe Harbor target. In order to improve student outcomes, the teachers of special education will be responsible for only two subjects in order to have a deeper knowledge base in two opposed to four major subjects

Progress Report: (08/09) Young Scholars Academy Received a “**B**”

The following was noted: School Environment, communication, engagement and safety and respect are less than seven points. Under Student Progress for ELA, though 56.7% of student made at least one year progress and 74.8% of students in the lowest 1/3 made at least one year progress, the percentage in change from level 1 to 2 were under a ¼ of a percent. The percentage in change for students in level 3 and 4 has a negative of .04.

For Mathematics, though 54.9% of students made 1 year progress and 74.8% of students in the lowest 1/3 made at least 1 year progress, the average change in proficiency for level 1 and 2 students was .28% and the average change in student proficiency for level 3 and 4 students was in the negative by <0.06>%.

Some of our accomplishments this year are as follows:

- Alignment of Mathematics Instruction closer to standards along with providing all math teachers with weekly and monthly professional development opportunities. We hired an F-Status Math Coach to assist in math instruction, lesson planning and analysis of data.
- We were involved with Teaching Matters where three teachers of Mathematics, along with supervisor, look at data for the school and data from assessments to understand the foundations of weakness and student errors.
- Science Department created their own curriculum pacing map
- Social Studies Department created their own curriculum pacing map
- We continued our involvement with ENACT, Morningside, the Intrepid program along with our affiliation with Castle Harlan our Pencil Partnership. We had our Parents as Partners Night in Barnes and Noble in February

A barrier to further school improvement is funding.

SECTION V: ANNUAL SCHOOL GOALS - 2010/2011

1. To Increase ELA teachers' knowledge, skills and understanding of a balanced literacy program such that there is a positive impact on student outcomes in reading, writing, listening, and speaking performance as demonstrated in the May 2011 ELA Exam.
 - By June 2011, our ELA teachers will work on decreasing by 5% the number of students in level 1 from 20.7% to under 15.7 as demonstrated by the May 2011 ELA state exam
 - By June 2011, our ELA teachers will work on increasing by 5% the number of students in Level 3/4 in ELA from 24.1% to at least 30% as measured by ELA exam May 2011.
2. To increase Mathematics teachers' knowledge, and skills to enhance the mathematics program so as to improve instruction and student performance as noted by results in the May 2011 Mathematics exam.
 - By June 2011, our mathematics teacher will work on decreasing the number of students in level 1 from 15.8% to less than 10.8% as demonstrated on the May 2011 Mathematics state exam.
 - By June 2011, our mathematics teacher will work on increasing the number of students in level 3/4 by 5% from 33.6% to at least 38.6% as demonstrated by the results on the May 2011 Mathematics exam.
3. Decrease the number of student incidents as noted by our schools OORS reporting system.
 - Introduce PBIS –Positive Behavior Intervention system to staff and students.
 - Reward positive behavior with “Scholar Dollars”
4. Increase the use of Technology in our instructional program to promote student outcomes across the curriculum.
 - During the 2010/2011 school year we will increase the use of technology in the classroom by 40% over the previous year.
5. Increase Professional Development opportunities to all staff members
 - Increase the number of teachers attending school based and CFN based Professional Development during September 2010 and June 2011.

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): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To Increase ELA teachers' knowledge, skills and understanding of a balanced literacy program such that there is a positive impact on student outcomes in reading, writing, listening, and speaking performance as demonstrated in the May 2011 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>	<p>Provide Professional Development to all members of Young Scholars Academy from September 2010 through June 2011. Provide AUSSIE Consultant</p>
<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>	<p>Title 1 SWP Title 1 ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly attendance of teachers PLT (common planning times), Agendas, Minutes Monthly Aussie Consultant meetings Further development of ELA Curriculum Map with the incorporation of Unit exams (grade specific) (Bi-weekly-Monthly) Monitor classroom instruction Incorporation of the Common Core State Standards Teacher Observations</p>

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Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, our ELA teachers will work on decreasing by 5%the number of students in level 1from 20.7% to under 15.7 as demonstrated by the May 2011 ELA state 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>	<p>Provide 10 periods of ELA per week – by classroom teacher Identify Level 1 students and low level 2 Push in approximately 4 periods per week – by ELA AIS Teacher After-school Intensive Data Analysis (on going)</p>
<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>	<p>Tax Levy Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Results from Unit Exams – developed by ELA Team – Grade Specific (Bi-weekly – Monthly) DYO Exams (as per DOE calendar) Fountas and Pinnell evaluation to be done at least 3 times a year Portfolio Ed Performance Notable decrease in Level 1 students on NYS ELA Assessment</p>

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): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, our ELA teachers will work on increasing by 5% the number of students in Level 3/4 in ELA from 24.1% to at least 30% as measured by ELA exam May 2011.</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>	<p>Provide 10 periods of ELA per week – by classroom teacher After-school Intensive Data Analysis (on going)</p>
<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>	<p>Tax Levy Title 1 SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Results from Unit Exams – developed by ELA Team – Grade Specific (Bi-weekly – Monthly) DYO Exams (as per DOE calendar) Fountas and Pinnell evaluation to be done at least 3 times a year Portfolio Ed Performance Notable increase in Level 3 /4 students on NYS ELA Assessment</p>

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): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase Mathematics teachers’ knowledge and skills to enhance the mathematics program so as to improve instruction and student performance as noted by results in the May 2011. Mathematics 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>	<p>Provide Professional Development to all members of Young Scholars Academy from September 2010 through June 2011. Professional development is to be provided by an F-Status Math Coach. Provide Professional Development to teachers on the New Common Core Standards</p>
<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>	<p>Title 1 SWP Title 1 ARRA</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Weekly attendance of teachers common planning times Weekly F-Status math consultant Agendas and Sign-in Sheets, Minutes Monitor classroom instruction Teacher Observations</p>

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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): Youth Development

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Decrease student incidents
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>	Introduce PBIS teachers and Students Provide opportunities for students to acquire scholar dollar Trip to Camp Ramapo
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>	Tax Levy
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Student Assembly Monitor OORRS FBA/BIP when necessary

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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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	27	33	0	0	15	0	0	0
7	10	12	0	0	10	0	2	0
8	24	23	7	9	12	0	4	0
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: Small Group	Read 180 After School Saturday Program During the school day
Mathematics: Small Group	After School Saturday Program During the school day
Science: Small Group	After School Saturday Program During the school day
Social Studies: Small Group	After School Saturday Program During the school day
At-risk Services Provided by the Guidance Counselor: Small Group	During the school day
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker: Small Group	During the school day
At-risk Health-related Services:	N/A

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.

YSA has an enrollment of 411 students in grades 6-8. Our total ELL population is 9 students, which accounts for less than 3% of our student population. YSA has a free standing ESL program in which operates primarily as a Pull-out program. At this time we have one SIFE student in the 8th grade. Teachers have attended training to identify SIFE students. We currently have a total of 7 students in special education that are also identified as ELL’s. Majority of Ell’s speak Spanish at home; the balance of Ell’s speak Farsi, and Urdu.

When new students are enrolled the home language survey is completed and based on analysis of this survey students may qualify to take the LAB-R within 10 days. The LAB-R is then scored and if the student qualifies for ESL services the parents are contacted by our parent coordinator. Parent Coordinator meets with parents to review the Parent Orientation Video (in their native language) and also gives parents an entitlement letter. Parents may review their options and then complete a program selection form indicating their choice of ELL program. At all parent activities, meetings and home communication in writing we ensure that adequate information is distributed by providing translations and information in English and Spanish. Parent Coordinator provides information as to programs, services and support available to our students and parents at our school. After reviewing Parent Survey and program selection forms from that past few years we have noticed a trend in parents choosing our free standing ESL program in favor of remaining in a nearby community school of good standing. Program offered at our school appears to be aligned with parent request. However, due to our low enrollment numbers of ELL’s the amount of funding available is limited and we are only able to offer a freestanding ESL program.

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) 6-8 Number of Students to be Served: 21 LEP Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

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.

YSA offers a freestanding ESL program model which is mostly a pull-out program. Students are immersed in English classes all day. Students are instructed with a Balanced Literacy program. An emphasis on vocabulary and multiple styles of learning are used in instructional classroom practices to enrich language development.

Parents of identified Ell's are notified of their children's participation in the program being provided. When notifying parents of their child's eligibility, the school informs parents in a language they can understand about the following:

- Child's level of proficiency, Child's performance in school, and how funds will help the child develop English Language Proficiency and achieve success in the core academic subjects.*

Every effort is made to involve parents in the education of their children. Parents are encouraged to attend School Leadership team meetings. Monthly parent workshops are conducted in the following areas:

- Literacy, Science, Social Studies, Mathematics, Promotional criteria, special programs and initiatives, NYS Standards/curriculum*

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.

Teachers at Young Scholars Academy will meet the needs of ELL population through professional development, inter-class visitation and inter-school visitations. Weekly common planning time will be scheduled to discuss student's needs, plan instruction and assessments. In addition teachers will receive professional development on Research-Based Strategies that work with ELL's. On-going assessments of students and the ESL programs will provide data to all our teachers. This will help us assess failures and success, reflect on change and research new methods of intervention.

Section III. Title III Budget

School: 11x289 BEDS Code: 32000011x289

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		(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.		(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.		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel	\$ 0.00	
Other		
TOTAL	\$0.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

YSA uses information for Home Language Surveys along with a survey sent home for parents to fill out on preferred language of communication.

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.

Primary language is Spanish. Communications sent home are translated from English to Spanish.

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.

Translation services will be provided by both school staff and or outside vendor

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation services will be provided by both school staff and or outside vendor

Part B: Strategies and Activities – continued – Appendix 3

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>.

School will determine within (30) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the school.

Parents will be advised that they may choose to rely on an adult friend/companion or relative for language and interpretation services and if such not available school will provide translation services.

Copy of Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services will be given to parents in their language if available.

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:	\$244,179	\$233,107	\$477,286
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,442	\$2,331	\$4,773
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,209	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$24,418	*	

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**.

SCHOOL-PARENT COMPACT

Young Scholars Academy and the parents of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that is Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State Standards.

This School Compact is in effect during school year 2010-2011.

Part 1 - Required School-Parent Compact Provisions

School Responsibility

Young Scholars Academy 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:**
 - In order to provide a high quality curriculum and instructional program, teachers will meet weekly with coaches and administration to look at student work and analyze data. While working collaboratively, teachers will learn new approaches to develop teaching strategies.
 - Teachers in each grade will follow appropriate curriculum maps that were developed by teachers using the state standards as a guide.
 - Students will be given resources to assist them in their educational journey; text books, leveled libraries, access to laptops, etc.
- **Provide parents with report cards and progress reports**
 - Official report cards will be distributed in November, February, April and June. Progress reports will be distributed in October, January, March, and May.
 - Parents will be provided access to ARIS
- **Conduct parent-teacher conferences**
 - November and February
- **Provide parents opportunities to participate in their child's class**
 - There will be parent Orientation sessions before the school year begins and in September
- Involve parents in the joint development of any school-wide program plan, in and organized, ongoing, and in a timely fashion
- Hold annual meeting to inform parents of the school's participation in Title 1 – Part A Programs, and explain the Title 1 Part A requirements, and the right of parents to be involved in Title 1 Part A. The school will convene the meeting at a convenient time for parents and will offer a flexible number of additional parental involvement meetings

PARENT RESPONSIBILITIES

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

- ***Supporting my child's learning by making education a priority in our home by:***
 - Making sure my child is on time and prepared everyday for school
 - Monitor my child's attendance and lateness
 - Talking with my child about his/her school activities everyday
 - Schedule daily homework time
 - Provide an environment conducive for study
 - Make sure that homework is completed
 - Monitor the amount of television my children watch
 - Monitor the amount of time my child is on the computer
- ***Participate in school activities on a regular basis***
- ***Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate***
- ***Communicate positive values and character traits, such as Act Responsibly, Work Together, Show Respect***
- ***Have my child dress appropriately to school, by having my child wear his/her school uniform on a daily basis***
- ***Supporting the school discipline policy***
- ***Helping my child accept consequences for negative behavior***

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and meet and or exceed the State Standards. We will:

- Come to school every day and be on-time
- Come to school ready to do our best and be the best
- Follow the school's dress code (Uniform)
- Come to school with all necessary tools: Pens, Pencils, books, etc., et., etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules
- Ask for help when we don't understand
- Do our homework and classwork everyday
- Study for test and complete all assignments
- Read at home daily
- Get adequate rest every night
- Give our parents/Guardians all notices and information we receive at school every day.

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.

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.

3. Instruction by highly qualified staff.

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.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

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.

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.
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.
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.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.

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

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: In Good Standing **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 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.)

Young Scholars Academy has five (5) students in temporary housing.

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

Young Scholars Academy will provide students with Academic Intervention Service, At-Risk counseling, free Lunch, bus passes for free transportation to and from school. We will also encourage students to participate in all after-school activities offered by YSA and or the Beacon Program under the directions of the Montefiore/Williamsbridge Center.

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:	The Young Scholars Academy of The Bronx					
District:	11	DBN:	11X289	School		321100010289

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.1	91.9	91.3
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	122	134	112				
Grade 7	148	127	138				
Grade 8	212	148	150				
Grade 9	0	1	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	0	1	1				
Total	482	411	401				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	92.6	94.3	92.5

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	66.0	83.0	81.5

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	7	7	11

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	1	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	21	26	23	Principal Suspensions	10	17	40
# in Collaborative Team Teaching (CTT) Classes	18	19	36	Superintendent Suspensions	26	22	28
Number all others	21	30	19				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	31	29	28
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	7
# receiving ESL services only	9	9	TBD	Number of Educational Paraprofessionals	2	3	2
# ELLs with IEPs	2	4	TBD				

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
	3	2	28	% fully licensed & permanently assigned to this school	100.0	100.0	92.6
				% more than 2 years teaching in this school	6.5	37.9	71.4
				% more than 5 years teaching anywhere	25.8	34.5	50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	72.0	78.6
American Indian or Alaska Native	0.8	1.0	1.5	% core classes taught by "highly qualified" teachers	83.8	96.4	91.4
Black or African American	68.0	67.2	66.3				
Hispanic or Latino	25.5	26.5	27.2				
Asian or Native Hawaiian/Other Pacific	4.4	4.1	4.7				
White	1.0	1.0	0.2				
Male	51.7	56.2	57.4				
Female	48.3	43.8	42.6				

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	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:

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	34.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	2.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.5						

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 608	District 11	School Number 289	School Name Young Scholars Acade
Principal Jeanette Vargas		Assistant Principal Robert Ruiz/Sharon Montes	
Coach Math: Bernice Kravetsky		Coach	
Teacher/Subject Area Ms. Dawes-Smith		Guidance Counselor Ms. Easy	
Teacher/Subject Area Ms. Lyn		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider Ms. Drakeford		Other	
Network Leader Rudy Rupnarain		Other	

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	1	Number of Certified NLA/Foreign Language Teachers	1
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	400	Total Number of ELLs	26	ELLs as Share of Total Student Population (%)	6.50%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- The Home Language Survey was administered. The LAB-R was administered to newly admitted students. Through ESL services and its instructional efforts, we plan to prepare students for their annual New York State English as a Second Language Achievement Test (NYSESLAT). The structures that we have in place have been reevaluated annually, and have proven to move students to the next NYSESLAT level or to English language proficiency.
 - At the beginning of the year, a survey and letter was sent to parents, informing them of our Freestanding ESL program. Based on the varied languages represented by our ELLs, and the small population representing each language, we do not offer Transitional Bilingual or a Dual Language program. Parents were also informed of this through letter correspondence.
 - In an effort to ensure that documents are returned to our school, we follow up with phone calls to the child's home. Additional letter correspondence is also practiced.
 - When we are unable to find a translator or to communicate with the parents ourselves in their home language, students are asked to communicate on behalf of their teachers. We have established a solid foundation of trust with both parents and students that allow us to trust that this information is being disseminated accurately. Parents are well-aware that a Transitional Bilingual and a Dual Language program are not offered at our school. We do provide parents with information about other schools in the area that do offer those services.
 - 95% of parents request a Freestanding ESL program for their children. The other 5% is split between Transitional Bilingual and Dual Language) as it seems most parents desire that their children be exposed to and immersed in the English language as much as possible.
 - Yes, the program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

<input type="checkbox"/>	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							16	7	3					26
Total	0	0	0	0	0	0	16	7	3	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	7
SIFE	4	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	11	4	2	14		5	1	2		26
Total	11	4	2	14	0	5	1	2	0	26

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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																
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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							9	5	2					16
Chinese														0
Russian														0
Bengali														0
Urdu							2							2
Arabic									1					1
Haitian														0
French							1	1						2
Korean														0
Punjabi														0
Polish														0
Albanian														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
Other							4	1						5
TOTAL	0	0	0	0	0	0	16	7	3	0	0	0	0	26

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.

A. Programming and Scheduling Information

1.
 - a. The organizational model consists of a pull-out program based on grade level.
 - b. The program models heterogeneous blocks
2. Two teachers are providing ESL services. One teacher is providing ESL services for grade 6 and 8 ELLs, while the other is providing ESL services for the 7th grade ELLs. These teachers meet with their ELL students five days a week for 45-minute blocks.
3. ESL services are provided in English. Pictures are used to support understanding for our beginner learners. Students are expected to record their understandings in a learning log at the end of each block. Learning logs are evaluated to assess for understanding. Discussions about what was learned as well as misconceptions identified through the learning log are addressed in the next day's lesson.
4.
 - a. The parents of SIFE students are contacted by phone weekly. Lessons are documented to ensure that when the student does return to school, he or she will be able to complete projects, assignments and activities that were completed while he or she was out. Assessments were conducted to determine the child's English language proficiency, and the appropriate level of instruction.
 - b. Assessments were conducted to determine the appropriate level of instruction for each of our ELLs. In conjunction with the regularly scheduled ELA, Math, Social Studies and Science curriculums, the students are engaged in ESL activities that are reflective of their level of proficiency with additional supports and/or challenges.
 - c. Data suggests that our ELLs receiving service 5 to 6 years have greatest difficulty with writing (as compared to reading, speaking and listening). This concern has been communicated to parents as well as teachers. Students are required to record understandings in a learning log as a daily assignment to engage them in continuous, repetitive, and predictable writing. Students share their responses with classmates and discussions are conducted based on student writing.
 - d. Specific strengths and deficiencies of long-term ELLs have been identified. Embedded within lessons and specific activities, during regularly scheduled ESL classes, address the strengths and challenges of our long-term ELLs. The students are also aware of what they do well and what they need help with.
 - e. Special needs ELLs are heterogeneously grouped with grade level peers. They receive extra assistance from the ESL teacher as well as from classmates, who have more experience with the English language and who exhibit proficiency in engaging with ESL lessons and

activities. Paste response to questions 1-4 here

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

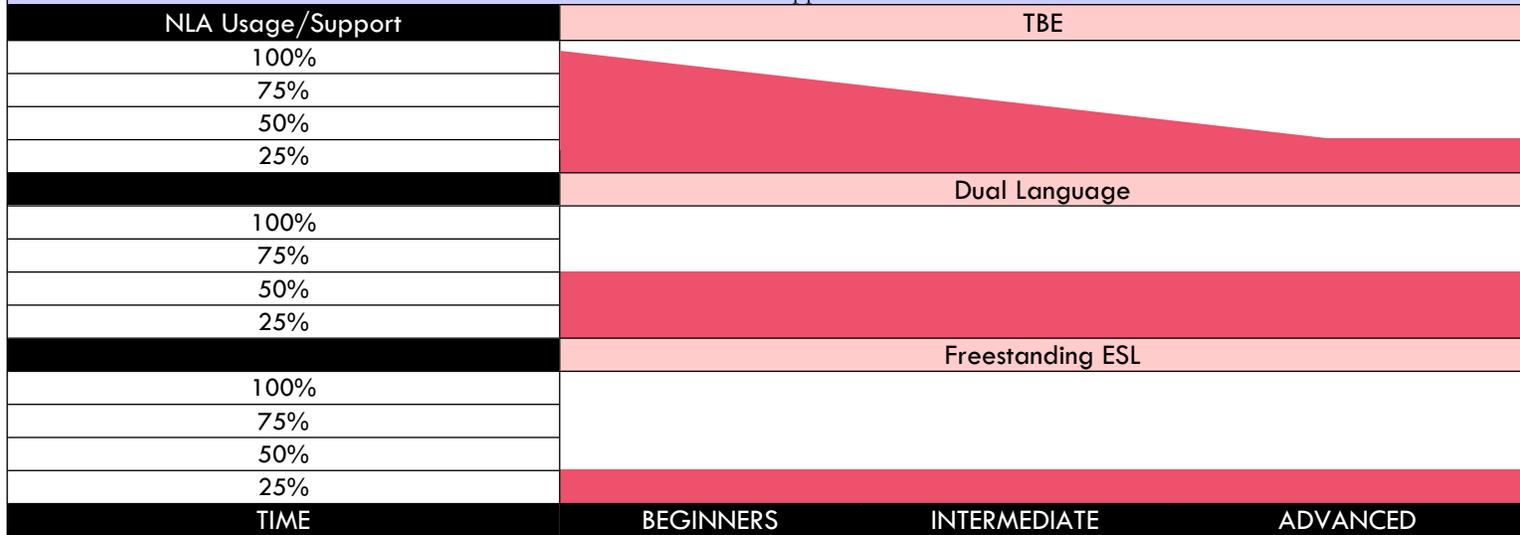
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

- Targeted intervention programs include READ 180 for 6th, 7th and 8th grade ELLs. READ 180 is offered in English.
- Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to identify students' strengths/challenges, design instruction based on those strengths/ challenges, implement the instruction and evaluate its effectiveness. Students are also aware of their strengths and challenges, which helps to support metacognitive thinking about the assignments being completed.
- The new programs or improvements that will be considered for the upcoming school year are the implementation of Achieve 3000, creation of an ESL department specifically focusing on the needs of our growing ELL population, and collaboration of content area teachers with ESL teachers to established streamlined lessons to support student understanding and ultimate achievement.
- No programs will be discontinued, but the current ESL structure will be evaluated to ensure that the program is fully supporting all ELLs.
- All extracurricular activities are offered to our ELLs (ie. Art Club, Performing Arts, Chorus, Track, Chess, Book Club and Colored Petals. Our ELLs are not segregated from the general student population.
- The instructional materials that are used are computers, laptops, READ 180 software, guided reading books, picture dictionaries and teacher created materials.
- Although English is the only language used in our ESL program, we support Bilingual and Multicultural Education through the celebration of diversity and cultures. These theoretical frameworks are our focus when creating our lessons. Peered with students' strengths and challenges, we are able to provide ESL services that support all ELLs.
- Yes, required services support and resources correspond to ELLs' age and grade levels.
- At the beginning of the school year, we hold a welcome event for parents of newly enrolled ELL students. The plan for ESL instruction is discussed at this event.
- Spanish is offered as an elective.

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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.

1. ELL teachers attend workshops and events outside of the school whenever possible. ELL teachers also collaborate with other ELL teachers in the building, teachers who teach in other schools, but can nevertheless, offer helpful strategies and assistance to support ELLs.
2. Professional development meetings and workshops are offered to all teachers to ensure that ELLs are receiving appropriate instruction throughout the entire school day.
3. Professional development meetings and workshops are offered to all teachers to ensure that ELLs are receiving appropriate instruction throughout the entire school day.

E. Parental Involvement

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

1. Parents attend PTA meetings and school events. Several parents make themselves willingly available to support our students.
2. Yes, the school partners with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
3. The needs of the parents are evaluated through interviews and conversations during parent/teacher conferences, phone conversations or at events that regularly take place at the school.
4. The parental involvement activities address the needs of the parents because we are able to find out what the parents need help with and are able to create programs and workshops to address these areas of concern.

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)							2	1						3
Intermediate(I)								3						3

Advanced (A)							11	1						12
Total	0	0	0	0	0	0	13	5	0	0	0	0	0	18

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	8	0	0	12
7	4	1	0	0	5
8	2	0	0	0	2
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									0
6	2		5		5		1		13
7	3		2		0		0		5
8	1		0		0		0		1
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	5		6		6				17
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	10		3		6				19
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 Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. The assessment tool we use to assess the early literacy skills of our ELLs is Fountas and Pinnell. The insights that the data presents about our ELLs are that like many of their grade level counterparts, they are able to respond to literal comprehension questions and are able to read with fluency, but they struggle with inferential comprehension and with fully decoding unfamiliar words. This information can help to inform our school's instructional plan by providing us with entry points. Due to the fact that we have identified our students strengths and challenges, we are able to develop and plan instruction specific to our students needs.

2. The data patterns across proficiency levels, reveal that our ELLs' strengths lie in listening and speaking in English, while they struggle with reading, and most notably, writing in English. ESL instructional has been regularly updated to address the writing needs and concerns of our ELLs. Students are regularly assessed to track improvement and to uncover specific areas of writing that need to be a focus of ESL instruction.

3. Patterns across NYSESLAT modalities will affect instructional decisions by noting the child's specific deficiency areas and targeting instruction to attend to those areas of most need.

4. The NYSESLAT is only administered in English.

5. (We do not have a dual language program)

6. Essentially, when students increase at least one level on the NYSESLAT exam, or ultimately, attain a proficiency rating, we know that our program works. Over the years, through constant assessment and readjusting of instruction, we have observed much success among our ELLs. Several students have been able to attain proficiency ratings, while others gradually work their way up to English language proficiency.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		02
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		