



**PS 369
YOUNG LEADERS ELEMENTARY SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 07X369, YOUNG LEADERS ELEMENTARY SCHOOL
ADDRESS: 468 EAST 140TH ST., BRONX, NY 10454
TELEPHONE: 718-292-7391
FAX: 718-292-8535

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 07x369 **SCHOOL NAME:** Young Leaders Elementary School

SCHOOL ADDRESS: 468 East 140th St., Bronx, NY 10454

SCHOOL TELEPHONE: 718-292-7391 **FAX:** 718-292-8535

SCHOOL CONTACT PERSON: Dr. Karen E. Collins **EMAIL ADDRESS:** Kcollin4@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christine Sharpe

PRINCIPAL: Karen E. Collins

UFT CHAPTER LEADER: Lauren Hightower

PARENTS' ASSOCIATION PRESIDENT: Meagan Rivera

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 07X **CHILDREN FIRST NETWORK (CFN):** 203

NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Yolanda Torres

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
Karen E Collins	*Principal or Designee	
Lauren Hightower	*UFT Chapter Chairperson or Designee	
Meagan Rivera	*PA/PTA President or Designated Co-President	
PAC	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maria Villanueva	DC 37 Representative, if applicable	
Christine Sharpe	Member/ Staff, SLT Chairperson	
Christine Gingue	Member/ Staff	
Sonia Gutierrez	Member/Parent	
Janet Lopez	Member/Parent	
Eloise Oglivie	Member/Parent	
Norma Avila	Member/Parent	

(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.

Respect and responsibility are the core cultural values at Young Leaders Elementary School. In addition, we are committed to developing leadership skills in our students through our leadership curriculum, community service and service learning opportunities, and throughout the school experience.

Young Leaders Elementary School uses the workshop model throughout, because it provides a clear process for making connections with prior learning, teaching and learning new skills, strategies and content information, and differentiating instruction to address the learning needs of individual students. We use the Teachers College approach to reading and writing, and for word study the "Imagine It" Phonics Program in grades K – 2, and "Words Their Way" in grades 3 – 5. We use the Everyday Math Curriculum, FOSS kits (upper grades have FOSS in combination with Harcourt and DSM) in science, and Houghton-Mifflin Harcourt social studies materials, complemented by our own leadership curricula.

The arts are an integral part of the experience of all students at Young Leaders Elementary School. We consider the arts, particularly visual art and music, to be critically important for all students in the development of their creativity, as well as specific arts skills. The arts also afford opportunities to excel and build confidence for students who are less proficient in other subjects.

Our curricula engage the students in carefully scaffolded instruction, active involvement, critical thinking and reflection, with connections to their experiences, both in and out of school. Our instruction supports the children in knowing both what they are studying and why. In addition, the students set personal goals and learn to accurately assess their own learning.

Recognizing that students learn differently and have a range of needs and interests, Young Leaders Elementary School consistently differentiates the curriculum and offers various learning environments. Specifically, the teachers regularly confer with children one on one, teach strategies and skills to small groups as needed, and choose learning activities and resources that meet students varying needs. Transitional bilingual and 12:1:1 classes are provided for our students who need them, in addition to ESL, SETSS, and other mandated services.

We embrace data, particularly formative data and ongoing assessment, because it informs our instruction and enables us to teach our students most effectively. Data is shared with parents so that they can better understand their child(ren)'s strengths and challenges, and support their progress.

In order to accomplish all of the above, Young Leaders Elementary School makes professional development an ongoing priority, supported with goal-oriented scheduling and budgeting. As a professional learning community, our teachers plan and analyze student work together on each grade level, teachers visit each other's classrooms, and outside coaches work with teachers to improve their practice.

As a consequence of all of the above, Young Leaders Elementary School increasingly embodies its vision of being "a vibrant community of students, teachers, and parents, committed to the academic and social success of every child. Our students will become critical thinkers who are confident, respectful of all people, and eager and able to become leaders in our rapidly changing world."

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 369, Young Leaders Elementary School				
District:	07	DBN #:	O7X369	School BEDS Code:	320700010369

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K		29	33			91.4	91.9		
Kindergarten		58	42						
Grade 1		57	54	Student Stability: % of Enrollment					
Grade 2		47	53	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3		35	41			93.0	TBD		
Grade 4		38	35						
Grade 5		28	29	Poverty Rate: % of Enrollment					
Grade 6		0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7		0	0			94.1	96.6		
Grade 8		0	0						
Grade 9		0	0	Students in Temporary Housing: Total Number					
Grade 10		0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11		0	0			13	TBD		
Grade 12		0	0						
Ungraded		0	3	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total		292	290			5	3		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes		21	24						
No. in Collaborative Team Teaching (CTT) Classes		0	0	Principal Suspensions		12	TBD		
Number all others		17	16	Superintendent Suspensions		3	TBD		

DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes		39	47	Early College HS Participants		0	0
# in Dual Lang. Programs		0	0				
# receiving ESL services only		28	37	Number of Staff: Includes all full-time staff			
# ELLs with IEPs		0	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		29	27
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals		6	4
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals		5	9
		0	0				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		96.6	100.0
American Indian or Alaska Native		0.3	0.7	Percent more than two years teaching in this school		0.0	96.3
Black or African American		16.8	15.9	Percent more than five years teaching anywhere		24.1	29.6
Hispanic or Latino		79.5	80.0				
Asian or Native Hawaiian/Other Pacific Isl.		0.0	0.0	Percent Masters Degree or higher		48.0	66.6
White		2.1	1.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100.0	100.0
Multi-racial							
Male		50.0	50.3				
Female		50.0	49.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓sh	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	--	--	--				
Hispanic or Latino	✓	✓	--				
Asian or Native Hawaiian/Other Pacific Islander							
White	--	--					
Multiracial							
Other Groups							
Students with Disabilities	--	--	--				
Limited English Proficient	--	--	--				
Economically Disadvantaged	✓sh	✓					
Student groups making AYP in each subject	3	3	1				

Key: AYP Status

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

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

[**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	D	Overall Evaluation:	NR
Overall Score	20.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	2.8	Quality Statement 2: Plan and Set Goals	Underdeveloped with proficient features
School Performance (Comprises 25% of the Overall Score)	0.0	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	17.5	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0.0	Quality Statement 5: Monitor and Revise	Underdeveloped with Proficient Features
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Student Performance Trends

- 2009-2010 NYS summative exams -- Overall, PS 369 students performed better in Mathematics than in English Language Arts.
 - Math
 - 79.0% of students tested met promotion criteria
 - 84% of 5th graders, 79% of 4th graders, and 76% of 3rd graders met promotion criteria
 - In 4th and 5th grades, 12 students did not meet criteria this year in mathematics, of the 12 that did not meet criteria, 10 met criteria in the 2008-2009 school year, and the 2 that did not meet criteria did not attend a New York State Public School
 - Although 79% students met promotion criteria, 23.1% overall scored on level 3 or 4 (3rd grade – 34%, 4th grade – 11%, and 5th grade – 30%).
 - The median growth percentile was 58% overall, and slightly higher at 61.5% for the school's lowest one-third.
 - Students in 3rd, 4th and 5th grade struggled with number sense and operations. Students had an even more difficult time solving word problems and using mathematical language to explain their rationale for their answer.
 - Students in 5th grade need to develop their ability to construct line and bar graphs.
 - Student in 5th grade also need to develop a greater understanding of the properties of three-dimensional shapes
 - ELA
 - 72.0% of students met promotion criteria
 - 77% of 5th graders, 71% of 4th graders, and 70% of 3rd graders met promotion criteria
 - In 4th and 5th grades, 17 students did not meet criteria this year in ELA, of the 17 that did not meet criteria, 10 met criteria in the 2008-2009 school year
 - Although 72% of students met promotion criteria, 13.5% scored on level 3 or 4 (3rd grade – 16%, 4th grade – 3%, 5th grade – 20%).
 - The median growth percentile was 60% overall, and 66% for the school's lowest one-third.

- Students in 4th grade reading on a 2nd grade or lower reading level improved in smaller increments than their fellow cohorts who were less than 2 years below grade level
 - On average, 5th grade students scored better than 3rd and 4th grade students in math and ELA
 - On the Progress Report, PS 369 received a “C” for Student Progress. The overall grade was “D.”
- Reading Comprehension
 - According to Teacher’s College’s Running Records students successfully answered literal questions about the text; however, they had difficulty answering inferential questions.
 - Students faltered when it came to completing the writing process. Expressive language, grammar, sentence structure and the use of grade-level vocabulary need to be improved.
 - Students had difficulty with fluency and comprehension because of poor phonemic awareness and limited vocabulary.
- Reading Levels
 - Running record data shows that the vast majority of our students made one year of progress, and many made more than one year of progress. Students were at grade level or above in all grades except 4th. Students remained below grade level in 4th even though the vast majority of them made a year’s progress or more. This grade began the year very behind and continues to catch up.

On Grade Level or Not			
	Below or Approaching (# students)	At or Above	Total Percent At or Above
2 nd Grade (all)	24	26	52%
2 nd Grade (mono)	16	21	58%
2 nd Grade (bil.)	8	5	38%
3 rd Grade (all)	18	23	56%
3 rd Grade (gen ed)	9	22	71%
3 rd Grade (sp ed)	11	1	8%
4 th Grade (all)	22	12	29%
5 th Grade (all)	11	18	63%
Adequate Yearly Progress			
	More than 1 year of progress	Approximately 1 year of progress	Less than 1 year of progress
2 nd Grade (all)	39%	53%	8%
2 nd Grade (bil)	40%	60%	0%
3 rd Grade (all)	76%	24%	0%
3 rd Grade (gen ed)	79%	21%	0%
3 rd Grade (sp ed)	50%	50%	0%
4 th Grade (all)	47%	44%	9%
5 th Grade (all)	63%	34%	3%

Additional insights from this data:

- Our transitional bilingual class made better progress that the 2nd grade overall, but their reading levels are, on the average, still lower than the general education students.

- Our 3rd grade general education students made excellent progress this year, so that 71% are now at or above grade level.
- Our 3rd grade special education class is still, on average, well below grade level. However, it is important to note that 100% are making good progress. 100% were below grade level in September, and in June 1 student was on grade level and 3 were approaching it. 50% of the students grew approximately 2 grades.

Greatest Accomplishments over the last two years

- The faculty evolved into an increasingly effective professional learning community. All classroom teachers meet as grade level teams during their Circular 6 period and often during one or more additional periods during the week.
- Inquiry Teams were formed on all grade levels Pre-K- 5th grades. Teachers met at least biweekly during their circular 6 period to look at student work and review data, discuss strategies to help improve their instruction and student performance, and create assessments. Teachers determined the topic of their inquiry and goals by identifying trends in grade level data. All inquiry teams had a literacy focus.
- Progress reports were created to go home in between city mandated report cards. Parents were informed on how their children were performing in reading, math, social studies, writing, science and social development. Reports kept parents updated on the skills students were studying, and gave parents suggestions / tips they could apply at home to assist their children in their learning.
- Six committees (Data/Backwards Planning, PBIS, Leadership Curriculum, Inquiry/Professional Learning Committees and Academic Celebrations) were formed to help make the vision of leadership a school wide effort: Each committee consists of at least three staff members and will continue their work throughout the upcoming year.
- PBIS has continued to contribute to a respectful, responsible, and safe climate throughout the school. Individual and class “Star” tickets are earned when students display positive behavior. Students can purchase items with tickets at the “Stars-R-Us” store on designated Fridays. Weekly assemblies are held to acknowledge students and classes that have best exemplified our star qualities: being respectful, responsible, and safe.
- The arts continue to thrive.
 - Student art work was displayed throughout the school all year.
 - A district-wide Dancing Classrooms competition happened in the school, and we received silver ribbons.
 - Key board performances were conducted by students for their family members.
 - The musical theater production of Charlie Brown was a success.
- Leaders for Life and Confident Young Ladies, two afterschool programs created and organized by teachers, were successful for yet another year. The programs helped to boost self esteem, develop leadership, and encourage students to make good choices and set examples for peers.

Aids to Continuous Improvement

- The vision and mission of the school, particularly related to the leadership development of our students, continues to inspire the school community and existing / potential community partners.
- The vast majority of the faculty members are dedicated, hard working, and very intelligent.

- Most faculty members enjoy learning and are eager to try new ideas that have been shown to increase student success and teacher effectiveness.
- A large majority of the faculty embrace technology, and are eager to utilize it in their instruction.
- The parent leadership and the vast majority of the parents are very supportive of the school's administration, faculty, and support staff.
- The administration encourages the leadership of faculty and staff, and many on staff respond to this openness and encouragement.
- The school receives valuable support from our CFN team..
- Teacher's College, Columbia University, is a valuable resource to the school. They provide staff with an understanding of how to implement the reading and writing curriculums, through workshops and teacher demonstrations.

Barriers to Continuous Improvement

- Budget cuts meant the loss of 5 positions:
 - Math Coach
 - 4 teachers, resulting in larger classes (our classes were very small last year)
In terms of non-mandated instructional support, we are now limited to 1 position – the AIS teacher. We had hoped to hire a literacy coach, and we were unable to do so due to budget cuts. Additional support will be provided by the principal and assistant principal and by the faculty for one another.
- Budget cuts have also resulted in:
 - Reduced ability to hire outside consultants to support theater and dance
 - Limiting of school-run after school programs
- Since teachers returned to school only one day before the children in September 2010, there was very little time available for professional development prior to the school year. Due to budget cuts, there was no money to pay teachers to come in for early PD.

SECTION V: ANNUAL SCHOOL GOALS

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

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

PS 369's Annual School Goals

- **Goal #1: ELA**
 - By June 2011, PS 369 will have a 30% increase in 3rd to 5th grade students scoring on level 3 or 4, as assessed by the NYS ELA exam in May 2011.

- **Goal #2: Math**
 - By June 2011, PS 369 will have an increase of 20% in the number of 3rd – 5th grader students scoring on level 3 or 4, as assessed by the NYS Math exam in May 2011.

- **Goal #3: Technology**
 - By June 2011, PS 369's classrooms will all have at least one desktop computer and a printer, five classrooms will have smartboards, and the school will have a new cart of laptops, as assessed by an in-house inventory in June 2011.

	<p>text's main idea and make inferences, which the teacher records for the students to reference in their ongoing conversation</p> <ul style="list-style-type: none"> • Staff development and coaching by GoldMansour & Rutherford in differentiated instruction • Staff development on management to support more effective instruction, provided by Ramapo <p><u>Target Population</u></p> <ul style="list-style-type: none"> • Instruction and remediation for all students struggling with reading comprehension skills and/or those who scored at a level 1 or 2 on the NYS ELA • Special education students in the 4th grade 12:1:1 class who are scoring below grade level • Special education students in general education 3rd – 5th grades who are scoring below grade level • ELLs in the 3rd to 5th grades who are scoring below grade level <p><u>Responsible Staff Members for Implementing Plan</u></p> <ul style="list-style-type: none"> • classroom teachers, with paraprofessionals assisting in some classrooms • AP and Principal who also do literacy coaching • Classroom teachers, SETSS teacher, AIS teacher, ESL teacher, specialty teachers • Data specialist, in coordination with Administrative Cabinet • If financially possible, additional literacy consultancy / coaching time will be secured <p><u>Implementation timelines</u></p> <ul style="list-style-type: none"> • Teachers will assess students' reading skills ongoing, and will do a formal running record once every one to two months • Reading progress data will be monitored ongoing by teachers and administrators • Staff developers from Teachers College will work with teachers a total of 20 school days
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Implications for Budget</u></p> <ul style="list-style-type: none"> • Purchase of "Imagine It" (Phonics and Phonemic Awareness program) for use in K, 1st and 2nd • Contract with Teachers College for 20 staff development days, 35 Calendar Days, and day-long institutes several times a year for AP and Principal • Our CFN Network will be providing ARRA financial support for continued professional development on differentiated instruction and management

	<ul style="list-style-type: none"> • Per session expenditures for after school professional development (pending adequate budget) • All circular 6 PD periods were scheduled next to a common planning time, so teachers have enhanced opportunity to collaborate on student literacy and other subject areas in their planning, monitoring of student progress, and study of professional literature
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Indicators of Progress and/or Accomplishment</u></p> <ul style="list-style-type: none"> • Running record data indicating students' reading levels, as entered on data collection system, will be monitored by teachers ongoing and by administrators monthly. • ITA and predictive periodic tests given in November 2010 and January 2011

	<p><u>Responsible Staff Members</u></p> <ul style="list-style-type: none"> • classroom teachers, with paraprofessionals assisting in some classrooms • grade level teacher teams • AP and Principal who also do some math coaching • Classroom teachers, SETSS teacher, AIS teacher, ESL teacher, specialty teachers • Data specialist, in coordination with Administrative Cabinet • Math specialist from Network Team <p><u>Implementation Timelines</u></p> <ul style="list-style-type: none"> • Students will take end-of-unit math assessments approximately monthly • Teachers will monitor mastery of specific standards by using the TfA math tracker or teacher-made materials, as a complement to the EDM assessments
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><u>Implications for Budget</u></p> <ul style="list-style-type: none"> • Funds spent for AIS support in math • Per session funds for staff development of new teachers on EDM curriculum • Our CFN Network will be providing ARRA financial support for continued professional development on differentiated instruction and management <p><u>Implications for Staffing / Training</u></p> <ul style="list-style-type: none"> • Due to budget cuts, we will no longer have a full time math coach. Therefore, we will become more dependent upon our CFN math specialist to provide coaching during two residencies. <p><u>Implications for Schedule</u></p> <ul style="list-style-type: none"> • In addition to the full 60 (PK – 2nd) / 75 (3rd – 5th) minutes that must be spent on math, we will be spending extra time during Extended Day. • Teacher teams will meet on a regular basis to discuss successful instructional practices in math, and to tailor math instruction to the needs of specific classes and students. • All circular 6 PD periods were scheduled next to a common planning time, so teachers have enhanced opportunity to collaborate on student literacy and other subject areas in their planning, monitoring of student progress, and study of professional literature

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Indicators of Interim Progress and / or Accomplishment

Indicators of Interim Progress and / or Accomplishment will be:

- Scores going up on the Math predictive, ITAs; or another assessment.
- Students' scores on EDM end of unit assessment demonstrate understanding of material taught in unit
- Students are mastering the grade level standards, as assessed monthly with the Math Tracker or teacher-made assessments

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): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, PS 369’s classrooms will all have at least one desktop computer and a printer, five classrooms will have smartboards, and the school will have a new cart of laptops, as assessed by an in-house inventory in June 2011.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Our technology proposals to Bronx Borough President Ruben Diaz, Jr. and Councilwoman Melissa Mark-Viverito were funded. • An assistant principal was hired with strong experience in technology. • A Technology Committee, made up of the AP and teachers, was formed. This committee will meet to further develop implementation plans for the funded proposal. • The AP will meet with the representatives from SCA who have been charged with working with us to purchase the hardware. • The Principal will work with the funders and the DOE to achieve upgrades to the electrical capacity in the classrooms and to the server for all the computers in the building. • The AP will provide coaching to individual teachers on effective instructional uses of technology. • PD on instructional uses of technology will be provided to the staff as a whole. • The NYS and new Common Core Standards for Technology will inform both the PD and student instruction.

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Budget:

- Per session monies have been allocated for the Technology Committee to meet once a week after school
- Per session monies have been allocated for PD on instructional uses of technology

Staffing / Training

- The AP will chair the Technology Committee and provide support to teachers in use of technology for instructional purposes
- PD time will be devoted to instructional uses of technology

Target Population

- All students will benefit from instruction enhanced with technology
- All teachers will benefit from PD on instructional uses for technology
- All students will benefit from more time working on computers and understanding how to use them to learn and process information.

Timeline

- Work with SCA is scheduled to begin in early fall, so computers and other equipment is delivered and installed during the winter and the students can begin benefiting from them this academic year.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- The installation of computers, printers, and smartboards in classrooms will be monitored on an ongoing basis
- The amount of PD and in-class support will be assessed twice after the equipment arrives

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.

Due to budget constraints, we are very concerned that we may not be able to offer full time AIS support. Assuming the money is available, our students receiving AIS would be the following:

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	8	8	N/A	N/A	9	--	--	5
1	14	14	N/A	N/A	0	--	--	0
2	43	43	N/A	N/A	14	1	31	3
3	45	45	N/A	N/A	6	--	--	0
4	29	29	29	0	12	--	--	2
5	28	28	0	0	7	--	--	1
6								
7								
8								
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.

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:	<ul style="list-style-type: none"> • The AIS teacher provides support for students in grades 1-5, that have been identified as experiencing difficulty in reading, writing, listening or speaking. The students being served are identified through running records, the periodic assessments, end-of-unit reading and writing assessments, teachers' observations and the ELA exam. • To place the students in appropriate groups, the students' skills are further assessed using the Rigby assessments. • During the school day two to four times a week the teacher pulls out a small group of students or pushes in to assist the teacher in literacy. • During the extended day, the teacher takes a small group of students and provide scaffolds and strategies to develop the student's reading skills. • After six weeks of individual or small group instruction, students are re-evaluated to either continue 4 to 5 weeks with the literacy AIS service or to be discharged. • The teacher will communicate with the classroom teacher weekly via a feedback form. • ESL support is provided to eligible English Language Learners. • SETSS is provided to mandated students. • As feasible, the SETSS teacher provides additional AIS support to at-risk students. • Additional AIS support in ELA occurs during extended day, Tuesday, Wednesday, and Thursday each week. Support is provided by the classroom and out of classroom teachers. • Further AIS support is provided during the winter afterschool program for all 3rd, 4th, and 5th graders. This program runs from mid-February through the beginning of May and beyond, budget permitting. The "I-Ready" and "STARS" curricula are used.
Mathematics:	<ul style="list-style-type: none"> • AIS Math support is provided by: <ul style="list-style-type: none"> ○ the AIS teacher ○ SETSS teacher ○ ESL teacher ○ Classroom and out-of-classroom teachers during extended day on Tuesdays, Wednesdays, and Thursdays

	<ul style="list-style-type: none"> ○ Teachers during winter afterschool program ● The math materials used EDM remedial materials, games, manipulatives, and test sophistication materials for the 3rd, 4th, and 5th grades ● The teachers consistently communicate with each other about each students, in order to provide continuity of instruction in and out of the student's primary classroom.
Science:	<ul style="list-style-type: none"> ● AIS Science is provided by classroom teachers on all grades during extended day, as necessary ● AIS support in science will be provided to 4th grade students during the afterschool program
Social Studies:	<ul style="list-style-type: none"> ● AIS social studies support is provided during extended day by classroom teachers occasionally, as needed. It is not, however, a primary focus outside of the school day.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> ● Counseling is provided to all of our 34 mandated students. ● At risk counseling is provided by our school social worker and by two social work interns currently with us from Fordham University.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> ● The school psychologist currently spends all his time with evaluations and mandated annuals, EPCs, "turning 5s," and other commitments; he does not provide any counseling
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> ● Our counselor also serves some at risk students. In addition, this year, we have two social work interns from Fordham University. These interns, under the supervision of our school social worker, provide services to additional at risk students, both in groups and individually. At risk counseling is provided for six to eight weeks, usually following a decision by our PPT to initiate these services. When needed referrals are then made and services may become mandated, Otherwise, at risk services are terminated, unless there is a compelling reason to continue them on a time-limited bases. ● The social workers also conduct weekly sessions for specific children, groups of students, or whole classes on specific topics, such as "Bullying and How to Stop It" and "Conflict Mediation."

At-risk Health-related Services:	School nurse provides nursing services to students with asthma, severe allergies (medication in emergencies), and ADHD. She also addresses occasional illnesses and minor injuries.
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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.

Young Leaders Elementary School, a school now in its third year, offers our English Language Learners programs in Transitional Bilingual Education and Freestanding English as a Second Language. There is TBE class in Kindergarten, First, and Second Grade; each is heterogeneously grouped and taught by a NYS Certified Bilingual teacher. The Freestanding ESL program is offered in all grades, in both General and Special Education. Freestanding ESL instruction is provided through a heterogeneously grouped Push-In and Pull-Out program by a NYS Certified ESL teacher. Students are identified through the HLIS survey including an informal oral interview given in English and Spanish. Those whose home language is determined to be other than English are then administered the LAB-R within the first ten days of their admission. Students whose score falls at or below the cut score and whose OTELE code is Spanish are then administered the Spanish LAB. The Parents of all students whose score falls at or below the cut score are invited to an ELL Parents Orientation by the Entitlement letter sent home in the language preferred by the parent as selected on Part 3 of the HLIS form. A written description of the three program models is provided in this letter in the preferred language of the parent/guardian; information printed in the *Guide for Parents of English Language Learners* is distributed at the Parent Orientation. The orientation includes the Chancellor's *Welcome and Presentation* DVD in addition to an oral presentation explaining all options in both English and Spanish and encouraging parents to participate and to ask questions. At the end of the orientation parents are asked to identify their preference on the Parent Survey and Program Selection Form written in the language of their preference. Parents who elect to take the form home for discussion with additional family members then return the form to the classroom teacher after they have made their selection. Orientation takes place one week following notification by mail. Parents who are unable to attend are contacted by a second letter, asked to come in to the school for a conference with either the Assistant Principal of Bilingual Programs or the ESL teacher. Those parents make their preference at this one-on-one meeting; the Spanish speaking Parent Coordinator is also available to translate and explain in these meetings. In the case of the parent who does not speak a language that any staff member speaks, the DVD of the Chancellor's *Welcome and Presentation* plus a written copy of the three models are both provided to that parent. The letters in Arabic and any language not spoken by a staff member are printed from the DOE EPIC site.

Program models offered at Young Leaders Elementary School are aligned with parent requests. A review of the Parent Survey and Program Selection form for the two years Young Leaders Elementary School has been established, 85% of the parents of children in Kindergarten, First and Second Grades select Transitional / Bilingual Education and 15% select the Freestanding ESL Program. All the parents of Third Fourth, and Fifth Grade students chose the freestanding ESL program model. Parents of students who moved up from 2nd grade Bilingual to 3rd Grade monolingual with Freestanding ESL are notified of and asked if they agree to the change in program.

Every spring all newly admitted students who scored at or below the cut scores on the LAB-R plus all current ELL students who previously scored at Beginning, Intermediate, or Advanced levels on the most recently administered NYSESLAT are administered all four sections of the NYSESLAT to determine their proficiency levels for the following year.

NYSESLAT scores are used to identify areas of strength and weakness and to group students according to these areas. Raw scores in each modality are used to determine individual proficiency and need. Ongoing assessment, Periodic Interim Assessments, and Running Records track progress, drive instruction, and are recorded in Tracker and ARIS. Item analysis of Periodic Assessment results is used to identify areas of growth and continuing need; results are addressed through flexible grouping and differentiated instruction. Ongoing collaboration among ESL, SETSS, and the classroom teachers also tracks student development, identifies areas of need, informs and differentiates instruction, and supports student growth.

The languages of instruction in the TBE model are English and Spanish in accordance with NY State Guidelines' mandated number of instructional minutes as determined by the results of either the NYSESLAT or the LAB-R. The language of instruction of the Freestanding ESL model is English with native language support. Students in the Freestanding ESL program model receive rigorous language arts and grade level content area instruction. The students' first language and culture is accessed in instruction of cultural events such as Day of the Dead, Latino Heritage Month, Independence Days, and children are encouraged to share experiences from their home culture. In both programs, students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction per week and students at the Advanced Level receive 180 minutes of ESL instruction per week.

ELL students in the TBE program model receive rigorous, explicit ESL instruction through Teacher's College Balanced Literacy program and Reading and Writing Project using ESL methodologies. TBE students in the Beginning level receive daily Shared Reading, Readers' and Writers Workshop, phonics, and math instruction in Spanish and daily Read-Alouds, phonics, Social Studies, and Science instruction in English. TBE students at the Intermediate level receive daily Shared Reading, Reader's and Writer's Workshop, phonics, and math instruction in Spanish and daily Readers and Writer's Workshop, Science, Social Studies, and Math instruction in English. TBE Advanced students receive Spanish Literacy instruction daily and Reader's and Writer's Workshop, phonics, and content area instruction daily in English. Assessment is by anecdotal teacher observation, El Sol, and ongoing Running Records in both English and Spanish for diagnostic purposes.

Students at all proficiency levels in both program models receive gym, art, and music instruction in English. ELA instruction is taught using ESL methodologies through the use of Rigby's *"On Our Way to English"*, Scholastic Books, Wilson Reading program, and word walls in Literacy Visual Classrooms. In both programs instruction is differentiated by content, process, and product according to the needs of the student. *Open Court* Phonemic Awareness and Phonics program is used in grades K-2 and Words their Way in grades 3-5.

A variety of instructional approaches and methods are used to develop academic language and higher level thinking skills. Scaffolded instruction with age and grade appropriate materials includes modeling, bridging, oral interviews, contextualization which includes field trips, schema building through semantic mapping, time lines, and a wide variety of graphic organizers. Metacognitive skills are developed through read-alouds. Scaffolds for Listening and Speaking Skills are delivered through modeling, the use of visual texts, picture libraries, computer images, timelines, and realia, through the audio support of stories on tape, educational internet programs, DVD programs, chants, songs on tape and CDs, and hands-on activities. Read-Alouds with Accountable Talk, note-taking as a comprehension strategy, giving classroom presentations and unit celebrations also build and support Listening and Speaking skills.

Reading instruction is scaffolded through modeling, use of graphic organizers, brainstorming, and pre-reading. Explicit ESL instruction, decoding and comprehension strategies and vocabulary development, is delivered through Guided Reading following Teacher's College Reading Project model. Vocabulary is supported through the use of visual texts, picture libraries, computer images, and realia. Vocabulary study is ongoing with a

focus on Tier II words, is introduced or reviewed in all content areas which includes Tier III words, and then maintained through written usage and active use of Word Banks, Word Walls, and personal vocabularies. Libraries are leveled and available to the student for both Guided and Independent Reading. Students are transitioned to writing through Teacher's College Writing Project model. Writing instruction is scaffolded through modeling, exemplar, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and Interactive Writing are models for the writing process. Rubrics and Checklists are used to guide students and to develop their metacognitive skills. Student progress and success are determined by results of periodic and annual state assessment.

At-Risk ELLs receive Extended Day instruction in English using Scholastic Books and Quick reads which includes a written response to literature. Special needs ELLs are also served by the SETSS and Speech teachers in English and in accordance with their IEP. Two special needs ELLs are in a self-contained Special Ed class and receive ESL instruction in a small group with age appropriate, high-interest materials. All are included in after-school math and literacy programs which are in English. Our plan for potential SIFE students includes them in Extended Day and in all school programs and activities. They will receive ESL, NLA, and ELA instruction according to the NY State guidelines with age and grade appropriate materials. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist. Long-term ELLs, use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines. Students who scored Proficient on the NYSESLAT receive instruction from the ESL teacher and time-and-a-half plus native language glossaries during tests. Spanish speaking students have a copy of state math, science, and social studies tests in Spanish. Newcomers benefit from small group instruction with native language support.

Young Leaders Elementary School enhances language acquisition through a vibrant arts program which includes vocal and instrumental music and project-driven visual arts with a focus on fine arts taught by teachers who have been trained in an ongoing basis in ESL methodologies in the school. All ELLs are included and the language of instruction is English. Parents and Guardians are invited to all performances. Our productions develop English vocabulary, listening and speaking skills, reading comprehension and writing. Field trips to museums, live stage performances, stadiums, book stores, libraries, parks, and local walking tours for all grades provide background knowledge to build spoken and written language

ELLs participate fully in all extracurricular activities. We hope to provide after-school programs through proposal writing to NYS Education in partnership with SoBRO, a community-based agency that provides a wide range of academic and social services. It is our intention to offer students programs in dance, theater, sports/exercise, and academics that include both tutorial and enrichment programs in order to address the needs of all participating students. We hope to continue our Girls' and Boy's clubs through SoBRO programs. Activities will include homework assistance and discussion groups on high-interest topics suggested by the members, book study, field trips. Children in the enrichment program will enjoy activities such as writing a newsletter. Pending funding, approximately 40 ELLs will participate in the after-school Title III Enrichment program, *Making Books Sing*, which will also culminate in a full stage production involving listening, speaking, reading and writing skills. ELLs selected for the Literacy Inquiry Team focus on reading comprehension skills.

Professional Development is the focus of our C-6 period where an administrator develops instructional skills with the goal of increasing our school capacity. Throughout the year our Network Leader, ELL Network Support Specialist and Systems Support Specialist provide specific instructional approaches to support differentiated instruction and embed ESL strategies in daily instruction. Teachers have training in ESL-related areas during Faculty Conferences, Professional Training days, and common prep periods. The ESL teacher articulates with classroom teachers to develop strategies for individual students. Topics are analyzing data, grouping, best instructional practices, scaffolding for ELLs and NYSESLAT. Teachers

are monitored for differentiating instruction and how this translates into student progress. Staff developers from Teacher's College Readers and Writers Project provide training on a regular basis to all classroom teachers by modeling in the classroom and holding post-lesson debriefings. New teachers participate in the mentor program, receiving training from teachers experienced in working with ELL students and experienced in the culture of the students of Young Leaders Elementary. A member of our faculty is QTEL Certified and several have attended *Math for ELLs* workshops. Planning is done during common grade preparation periods.

Young Leaders Elementary Parent Committee and its elected officers meet on a regular basis. *Meet the Teacher Night / Curriculum Night* introduces our parents and families to our staff, curriculum, and expectations. To ensure that parents of ELL students understand all the program choices, we offer Parent Orientation at which a group of qualified staff members, including the bilingual Assistant Principal, bilingual Parent Coordinator, and bilingual Family Worker, are available to assist them. Parents are notified via by a letter written in English and Spanish. Parents are invited to and attend unit Publication Parties in the classroom and all stage performances.

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.

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

Form TIII – A (1)(a)

Grade Level(s) 1st - 3rd

Number of Students to be Served: approximately 40 LEP No Non-LEP

Number of Teachers 2 PS 369 bilingual teachers, 1 PS 369 ESL teacher

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

Young Leaders Elementary proposes using Imagine Learning to support and differentiate instruction for our Beginning and Intermediate ELL population. Imagine Learning English is a software program that teaches children English and develops literacy skills. Students receive tailored computer generated one-on-one instruction specifically designed to meet their individual needs. In addition, the teachers confer with individual children working on Imagine Learning, as well as doing read alouds with accountable talk and higher level thinking.

To complement this program, we plan to provide field trip experiences for our ELLs to both develop language, and also to build background information and shared experiences upon which the teachers can build instruction.

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.

Our three teachers who are teaching in this program will receive training in the Imagine Learning Program, enabling them to support our English Language Learners in developing stronger English speaking, listening, and reading skills. This training will also support the teachers in enhancing their ESL Methodologies.

Form TIII – A (1)(b)

School: Young Leaders Elementary School BEDS Code: 320700010369

Title III LEP Program: School Building Budget Summary

Allocation Amount: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">- Per session- Per diem	3,528.00	1 day a week with 3 bilingual teachers and 1 ESL teacher for a 14 week program that meets every Monday. All teachers would educate children, while one would also manage the program and trouble shoot technology equipment needs.
Educational Software (Object Code 199) <ul style="list-style-type: none">- Imagine Learning program and training	\$9,500.00	Imagine Learning Program Package <ul style="list-style-type: none">■ 43 student licenses■ Professional Development, Installation, and technical support
Supplies and materials <ul style="list-style-type: none">- Field trips "All About NYC"	\$1,972.00	Our ESL teacher will coordinate trips to zoos, museums, and landmarks to meet the needs of her groups and build background and shared experiences for our students
Travel	0.00	
Other	0.00	
TOTAL	\$15,000.00	

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.

In order for PS-369 to establish a two way channel of communication between parents and school, we provide parents translation and interpreter services in languages others than English. Those parents are identified using home language information survey (HLIS). We contact the child's home in the language requested in the part III of the HLIS form.

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.

Most of our parents are from Hispanic origin; therefore all documents are available in 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.

Parents are informed of the translation/ interpretation services through written notification, enrollment packet, principal letters, parent orientation and flyers.

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.

The assistant principal, main office staff, parent coordinator, and school aides are fully bilingual and provide translation, as necessary day to day and at formal meetings / assemblies.

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>.

All parents receive in their own language a copy of the Chancellor's Regulation A-663 (Parents Bill of Right) which informs them that it is their right to provide parents with information in their own language.

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:	294,823	57,087	351,910
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,948	571	3,519
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	14,741	*	
4. Enter the anticipated 10% set-aside for Professional Development:	29,482	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 88%

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.

One of our teachers was highly qualified last year, however she transferred from another state and discovered that she had one more test in NYS. She is scheduled to take her final NYS test in mid-February, after which she will once again be fully licensed.

Another teacher is fully licensed in general education. This year she will be working under an "Internship Special Education Certificate" as soon as City College and NYS process a letter from our school asking that this happen. She will be completing her second masters (special education) this spring when she will be fully licensed in both areas.

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Young Leaders Elementary School – PS 369

School Parental Involvement Policy And Parent Compact 2010-2011

***NOTE:** In support of strengthening student academic achievement, each school that receives Title I, Part A (Title I) funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school's school-parent compact is incorporated into the School Parental Involvement Policy.*

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 369, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS 369's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. **PS 369 will support parents and families of Title I students by:**

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology), for example we have a "Back to School" evening in September and have been holding "Parent Breakfasts" on each grade, when teachers talk with parents about current and upcoming curricula, and how parents can support their children at home;
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children, for example with workshops on such topics as "How to Support Your Child's Reading Growth";
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Our teachers send home a questionnaire at the beginning of the school year, requesting more information about each student that then helps them get to know the individual children, including their strengths, weaknesses, likes and dislikes. In addition, they communicate with each student's family early in the year about positive progress, thereby developing a positive relationship to build upon if / when more difficult situations present themselves later in the year. We have a school "Newsletter," and some teachers send home classroom newsletters;
4. providing assistance to parents in understanding City, State and Federal standards and assessments. We do this at our Parent Breakfasts with grades 3, 4, and 5;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
7. Providing a Parent Room which provides a positive, safe, confidential, resourceful environment where parents can receive information about various academics, community resources, participate in parent discussions, plan events and work with the Parent Coordinator
8. Providing various technology resources such as a parent computer and laptops to assist parents with ARIS Connect, online applications, resumes, and basic computer training.

PS 369's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 369 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. **To increase and improve parent involvement and school quality, PS 369 will:**

1. actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
2. engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
3. ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
4. support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
5. maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
6. conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
7. provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)

8. host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
9. schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
10. translate all critical school documents and provide interpretation during meetings and events as needed; and
11. conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
12. Provide parent at the beginning of the school year a Parent handbook where all parents will know the names of the school community, rules, regulations, and basic information assisting and orienting he parent for the school year.

PS 369 will further encourage school-level parental involvement by:

1. holding an annual Title I Parent Curriculum Conference;
2. hosting educational family events/activities during Open School Week and throughout the school year;
3. encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
4. supporting or hosting OFEA District Family Day events;
5. establishing a Parent Resource Center or lending library; instructional materials for parents.
6. hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
7. encouraging more parents to become trained school volunteers;
8. providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

9. developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
10. providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
11. developing and distributing monthly school calendars
12. encouraging parents to log onto the parent online resource Aris Parent Link

Section II: School-Parent Compact

PS 369 *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 369 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

6. providing ongoing discussions of the importance of State Standards, plus new information about the change to Common Core School Standards.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

1. Ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
2. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

3. arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
4. planning activities for parents during the school year (e.g., Open School Week);
5. planning grade by grade parent breakfasts
6. planning functions such as " Share the Love of Reading."

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

1. monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
2. ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

3. check and assist my child in completing homework tasks, when necessary;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education.

I (Parent/Guardian) also agree to:

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

Student Responsibilities:

1. attend school regularly and arrive on time;
2. complete my homework and submit all assignments on time;
3. follow the school rules and be responsible for my actions;
4. show respect for myself, other people and property;
5. try to resolve disagreements or conflicts peacefully; and
6. always try my best to learn
7. participate in classroom and school activities
8. follow the school model "Safe, Responsible and Respectful"

This Parent Involvement Policy (including the School-Parent Compact) will be distributed for review by Meagan Rivera on February 17, 2011.

This Parent Involvement Policy was updated on February 1, 2011.

The final version of this document will be distributed to the school community on Feb. 17, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

As a school community, we look carefully at our students' performance data – informal (ongoing in-classroom assessment) and formal (periodic and summative). On the basis of that data, we allocate financial and personnel resources, make scheduling decisions, play professional development, and differentiate instruction to meet the needs of all students. The school's administrators and coaches assess data on a monthly basis, the teachers assess data and look at student work during their circular 6 (by SBO, used for PD) and common prep periods, and we look at data as a school during faculty conferences. The data is shared with parents via ARIS Parent Link and discussed during Parent / Teacher conferences and other parent meetings. This year, we plan to also implement "progress reports" on individual students' progress, which will go home to parents / guardians between report cards. This will be another opportunity for parents to understand their child(ren)'s performance.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

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3. Instruction by highly qualified staff.

Almost all our teachers are "highly qualified." They have either their master's degrees (one or two) or are involved in coursework that is building their pedagogical skills. Several are dually licensed in general education and special education, at least one with an bilingual extension, also. PS 369 invests heavily in professional development to building the instructional capacity of the faculty.

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.

At Young Leaders Elementary School – PS 369, we are working to meet State standards through a combination of professional development and coaching for teachers, complemented by extra academic and emotional support for our students.

We are using the Title I School Success Grant to buy professional development from the Teachers College Reading and Writing Project -- professional development on site by Teachers College staff developers, Institutes for Principal and Assistant Principal, Calendar Days for teachers.

We are using the Title I SWP and ARRA SWP funding for:

- Science specialty teacher's salary
- AIS teacher's salary
- (part of) Assistant Principal's salary
- (part of) ESL teacher's salary
- Per diem costs for teachers to attend staff development at Teachers College, Columbia University
- Per diem costs to enable teachers to participate in Teachers College professional development (lab sites and study groups)
- Parent Involvement opportunities

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

Our vision for developing the leadership of our students has attracted excellent, qualified teachers.

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

Our strategies to increase parental involvement include:

- Workshops
- Classroom celebrations of student learning
- "Family Reading Days" or "Family Math Days," when parents are invited to come at the beginning of a school day to observe a lesson (with the teacher explaining the instructional process to the parents, as helpful) and then support their child and other students during the independent work part of the lesson. In this way, parents both learn more about the curriculum and also learn how to better support their children at home while doing homework.
- Student performances
- Monthly communication in the form of a school newsletter and calendar
- Teacher phone calls to report both successes and problems
- PTA Fundraisers, such as Photo Day.

- **Opportunities for parents to volunteer in the school.**

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.

Our two pre-k teachers are both very experienced and skilled in supporting both students and parents in making the transition from early childhood programs or home to our pre-k programs in an elementary school building. The first day, they have a meeting for parents, during which they discuss the stresses and excitement related to the transition. This meeting is followed up three weeks later by Curriculum Night, a school wide event when teachers talk with the parents / guardians of his/her students about the curriculum for the year, academic and other expectations of the students, procedures for homework and communication, classroom celebrations, class trips, etc.

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.

Teachers have been involved in the development of our use of data to drive instruction. This year, we will focus particularly on honing our skills of differentiating instruction. We will also use data and build on past experience to improve our guided reading and strategy group instruction.

This year, we will also revise and use the “progress reports” that we began last year. The teacher’s input is critical to ensuring that the reports meet parents’ needs of understanding more consistently how their children are progressing academically and how to best support them at home while at the same time being fully aligned with the teacher’s assessment to facilitate completing the reports.

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.

As mentioned above, student performance data will be monitored and analyzed monthly by both administrators and teachers (individually and in their teacher teams). In this way, students who are struggling can be identified early and supported quickly and ongoing while the need exists. Our Extended Day meets the needs of these children by providing additional support in areas of weakness.

Our goal is to also provide after school support for these children. Due to budget cuts over the last three years, we have not had the capacity to fund an after school program from our school budget. We are currently partnering with SoBRO, a community based organization in Mott Haven, to get a grant with which to run an after school program.

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.

We coordinate and integrate our different services and programs by aligning all of them with the needs of our students and the resulting goals of our school. We then assess our organization to ensure that there are neither gaps in services nor overlap that is redundant rather than complementary. Finally, we periodically reevaluate our allocation of budgetary, staff, and other resources to ensure that they are supporting the growth and learning of our students as effectively as possible.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$326,434	✓	16-23
Title I, Part A (ARRA)	Federal	✓			57,087	✓	16-23
Title II, Part A	Federal	✓			28,722	✓	16-23
Title III, Part A	Federal	✓			15,000	✓	32-34
Title IV	Federal	✓			N/A	✓	N/A
IDEA	Federal	✓			155,397	✓	16-23
Tax Levy	Local	✓			1,723,408	✓	16-23

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

NOT APPLICABLE TO PS 369

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

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

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

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.

NOT APPLICABLE TO PS 369

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

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

NOT APPLICABLE TO PS 369

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

As of 2/4/11 we have 5 children in families temporarily staying with other families, 4 in shelters, 1 in a domestic violence shelter.

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

Each family has been provided a list of resources throughout the city. This resource list includes different community agencies that can facilitate family counseling, financial support, educational support, parent advocacy programs, support dealing with domestic violence, vocational coaching and placement, and a list from the local police department of NYC agency informational hotline. The school social worker has also offered every family assistance with obtaining support and resources from these community agencies.

Part B: FOR NON-TITLE I SCHOOLS

NOT APPLICABLE TO PS 369

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Young Leaders Elementary School						
District:	7	DBN:	07X36	School		320700010369	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	29	33	36			91.4	91.9
Kindergarten	58	42	48				
Grade 1	57	54	35	Student Stability - % of Enrollment:			
Grade 2	47	53	61	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3	35	41	46			93.0	88.9
Grade 4	38	35	40	Poverty Rate - % of Enrollment:			
Grade 5	28	29	27	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 6	0	0	0			96.6	96.1
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 9	0	0	0			13	16
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 12	0	0	0			5	3
Ungraded	0	3	3	Special Education			
Total	292	290	296	<i>(As of October 31)</i>			
				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	21	24	33	Principal Suspensions		12	10
# in Collaborative Team Teaching (CTT)	0	0	0	Superintendent Suspensions		3	8
Number all others	17	16	30	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants		0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants		0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	39	47	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD				
# receiving ESL services only	28	37	TBD	Number of Teachers		29	27
# ELLs with IEPs	0	7	TBD	Number of Administrators and Other Professionals		6	5
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals		5	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
		0	0	% fully licensed & permanently assigned to this		96.6	100.0
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		24.1	25.9
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers		48.0	48.1
American Indian or Alaska Native	0.3	0.7	0.7			100.0	91.3
Black or African American	16.8	15.9	16.2				
Hispanic or Latino	79.5	80.0	78.7				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	2.1	1.7	3.7				
Male	50.0	50.3	53.7				
Female	50.0	49.7	46.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
						v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	vsh	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific							
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	vsh	v					
Student groups	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	D	Overall Evaluation:	UPF
Overall Score:	20.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	2.8	Quality Statement 2: Plan and Set Goals	UPF
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	17.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	0		

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 2	District 07	School Number 369	SchoolName Young Leaders Elemen
Principal Dr. Karen Collins		Assistant Principal Mr. Anwar Zindani	
Coach type here		Coach type here	
Teacher/Subject Area Amanda Stilwell/ ESL Teacher		Guidance Counselor type here	
Teacher/Subject Area Teresita Prieto/ Bilingual 1st		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Tamaris Diaz	
Related Service Provider type here		Other type here	
Network Leader Dan Feigelson		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	299	Total Number of ELLs	94	ELLs as Share of Total Student Population (%)	31.44%
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Part II: ELL Identification Process

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

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

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

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

Introduction: Young Leaders Elementary School, a new school now in its third year, offers our English Language Learners programs in Transitional Bilingual Education and Freestanding English as a Second Language. There is TBE class in Kindergarten, First, and Second Grade; each is heterogeneously grouped and taught by a NYS Certified Bilingual teacher. The Freestanding ESL program is offered in all grades, in both General and Special Education. Freestanding ESL instruction is provided through a heterogeneously grouped Push-In and Pull-Out program by a NYS Certified ESL teacher.

1. When parents register their child at PS 369 and they are new to the NYC Public School System, they are asked to complete a Home Language Survey in their native language with the support of a certified Bilingual/ ESL teacher. An informal interview is also conducted at the time of registration with the student and the parent in English and their native language. In addition to the Bilingual/ ESL teacher, other members of the staff who speak another language are available to assist parents in this process. For languages not available at the school, we contact the translation unit for interpreters. When the Home Language Survey and the interview indicate that the student could be an ELL, the parent is informed that the LAB-R test will be administered to assess the English proficiency of the student. The interview is conducted by the bilingual ESL teacher in both English and in the language indicated by the Home Language Survey. Within ten days of admittance, all new students are identified with the HLIS, parents are notified of the outcome of the LAB-R and the parent orientation. Parents of students who are not entitled for ESL/ bilingual services are notified with the non-entitlement letter. The ESL teacher administers the LAB-R to the identified students within ten days of admission. If the student does not score proficient and their native language is Spanish, the ESL teacher with a bilingual extension will administer the Spanish LAB. Students who have been identified as ELLs through the LAB-R are administered the NYSESLAT in the spring with appropriate testing modifications to assess their English proficiency. In addition, students who were identified as ELLs in previous years and have not yet attained proficiency are also tested again at this time. All students who are identified as entitled for ESL/ bilingual services, letters are sent home in English and in the native language to invite parents to an orientation. At the orientation, parents have the opportunity to learn about the three different program models available through the DOE, TBE, dual language and ESL. At this orientation parents will watch the Parent Video, receive a pamphlet explaining the different programs in their native language as well as English, and have the opportunity to ask questions. After parents learn about the different model choices, the parent survey and program selection forms are given out. The ESL teacher familiarizes the parents with the form and the parents are encouraged to fill the form out at the orientation so they can ask questions if they are confused. Parents have the opportunity to take these forms home and return them the next day. If parents do not return these forms within the given timeframe, the school contacts the parent via phone and/or a written reminder. If parents do not return these forms after several attempts of reaching out, the students by default are placed in a transitional bilingual program. If a parent is unable to attend the parent orientation, the ESL teacher works with the parent to find a time that works best for them. Parent orientations are ongoing as new students enter the school.

2. After a student has tested eligible for ESL services, the parent is invited to come to an orientation. During the orientation the parent watches the DVD that describes the three programs that the city offers for ELLs (Transitional Bilingual, Dual Language, and Freestanding ESL). We show the DVD in the native languages of the parents at the meeting. We also provide a translator that speaks the language who will be able to answer any questions that the parents may have. The orientation is conducted by the assistant principal, the parent coordinator, and the ESL teacher. There will be two times that the orientation is offered. One is in the morning and the other is after school. If the parent is unable to attend the orientation that day, we will make an appointment with the parent for another time within one week. If the parent is unable to come to an appointment, we have translated literature that is sent home to the parent with the parent choice form. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program. The school will place the child in the appropriate class within 9 days.

3. Entitlement Letters and Parent Choice Letters are distributed in the child's native language and in English within the first 10 days of enrollment. Follow-up calls are made to the home by the parent coordinator and translators as needed to ensure 100% compliance. If we do not hear back from the parents, it is assumed that the parents have chosen the default option of a Transitional Bilingual Program.

4. Based on the results of the LAB-R assessment, the ESL teacher will determine which students will receive services based on the cut score. At the Parent Orientation, the parents will be asked to fill out a Parent Choice Survey and Form. This session will be conducted in the native language of the parents. If the parent chooses a transitional bilingual education program, their child will be placed in a bilingual setting. If the parent chooses a freestanding ESL program, their child will be placed in a monolingual classroom with pull-out ESL services. ELLs will begin receiving services within 9 days after being identified as an ELL. If the parent chooses a program that we do not offer, we will seek out alternate placements in other schools. Students who have not scored proficient on the NYSESLAT receive continued entitlement letters. For students who have scored proficient receive the non-entitlement/ transitional letters informing the parents that the child is no longer entitled for ESL/ bilingual services but will continue to receive transitional services such as test accommodations and continued support with the ESL teacher.

5. After reviewing the parent selection forms from this year and previous two years that the school has been open, most parents have chosen to place their child in a transitional bilingual program. For the last two years, we found that 70% of parents chose TBE and 30% of parents chose a Freestanding ESL program. None of the parents have chosen dual language. In the event that parents choose a program that we do not offer, parents are provided with a list of schools that offer such programs.

6. For kindergarten, first, and second grades our programs are aligned with parents' choices. In third, fourth, and fifth grades we currently only offer a Freestanding ESL program. We are currently having conversations within our bilingual team about the possibilities of expanding our transitional bilingual programs from K-2 to K-5.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% →75%:25%)</small>	1	1	1	0	0	0								3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	0	0	0	1	0	1								2
Total	1	1	1	1	0	1	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	94	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	0

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	48	0	0	0	0	0	0	0	0	48
Dual Language	0	0	0	0	0	0	0	0	0	0

ESL	28	0	2	18	0	2	0	0	0	46
Total	76	0	2	18	0	2	0	0	0	94
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	13	16	19											48
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	13	16	19	0	0	0	0	0	0	0	0	0	0	48

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: Asian: Hispanic/Latino: Native American: White (Non-Hispanic/Latino): Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	2	15	10	9								41
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1		1		1								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
TOTAL	4	3	3	16	10	10	0	0	0	0	0	0	0	46

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.

1. a. In Kindergarten, first, and second grades there is a TBE program and a pull-out Freestanding ESL program. In third and fourth grades, there is a pull-out Freestanding ESL program. In fifth grade, the ESL teacher pushes in to co-teach with the classroom teacher during the ESL periods.

b. The students are grouped by grade level with heterogenous proficiency levels for 180 minutes each week. For the remainder of the 180 minutes, students are grouped with other students at the beginner and intermediate levels in different grade levels. For example, Kindergarten, first and second graders are together and fourth and fifth graders are together. Third graders are a large group and therefore are not grouped with another grade.

2. The languages of instruction in the TBE model are English and Spanish in accordance with NY State Guidelines' mandated number of instructional minutes as determined by the results of either the NYSESLAT or the LAB-R. The language of instruction of the Freestanding ESL model is English with native language support. Students in the Freestanding ESL program model receive rigorous language arts and grade level content area instruction. The students' first language and culture is accessed in instruction of cultural events such as Day of the Dead, Latino Heritage Month, Independence Days, and children are encouraged to share experiences from their home culture. In both programs, students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction per week and students at the Advanced Level receive 180 minutes of ESL instruction per week. There is a bilingual meeting one period each week during which the TBE teachers, the ESL teacher and the principal discuss ideas to improve instruction for the ELLs.

3. A variety of instructional approaches and methods are used to develop academic language and higher level thinking skills. Scaffolded instruction with age and grade appropriate materials includes modeling, bridging, oral interviews, contextualization which includes field trips, schema building through semantic mapping, time lines, and a wide variety of graphic organizers. Metacognitive skills are developed through read-alouds. Scaffolds for Listening and Speaking Skills are delivered through modeling, the use of visual texts, picture libraries, computer images, timelines, and realia, through the audio support of stories on tape, educational internet programs, DVD programs, chants, songs on tape and CDs, and hands-on activities. Read-Alouds with Accountable Talk, note-taking as a comprehension strategy, giving classroom presentations and unit celebrations also build and support Listening and Speaking skills.

4. Reading instruction is scaffolded through modeling, use of graphic organizers, brainstorming, and pre-reading. Explicit ESL instruction, decoding and comprehension strategies and vocabulary development, is delivered through Guided Reading following Teacher's College Reading Project model. Vocabulary is supported through the use of visual texts, picture libraries, computer images, and realia. Vocabulary study is ongoing with a focus on Tier II words, is introduced or reviewed in all content areas which includes Tier III words, and then maintained through written usage and active use of Word Banks, Word Walls, and personal vocabularies. Libraries are leveled and available to the student for both Guided and Independent Reading. Students are transitioned to writing through Teacher's College Writing Project model. Writing instruction is scaffolded through modeling, exemplar, brainstorming, eliciting prior knowledge, vocabulary instruction and review, and the use of graphic organizers. Shared and Interactive Writing are models for the writing process. Rubrics and Checklists are used to guide students and to develop their metacognitive skills. Student progress and success are determined by results of periodic and annual state assessment.

At-Risk ELLs receive Extended Day instruction in English using Scholastic Books and Quick reads which includes a written response to literature. All are included in after-school math and literacy programs which are in English. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist. Although we have no Long-term ELLs, our plan is to use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines. Students who scored Proficient on the NYSESLAT receive instruction from the ESL teacher and time-and-a-half during tests. Newcomers benefit from small group instruction with native language support.

a. Although we do not currently have any SIFE students, our plan for potential SIFE students includes them in Extended Day and in all school programs and activities. They will receive ESL, NLA, and ELA instruction according to the NY State guidelines with age and grade appropriate materials.

b. Our newcomers are placed according to parent choice in either a Freestanding ESL program or TBE program. These students will receive ESL, NLA, and ELA instruction according to the NY State guidelines with age and grade appropriate materials. In addition, these students are invited to attend the Extended Day instruction which is taught in English using Scholastic Books and Quick reads which includes a written response to literature. Home support is offered by the Bilingual Parent Coordinator; nurturing emotional support is offered by all staff and especially by the bilingual School Social Worker and School Psychologist.

c. Students who have been receiving services for 4-6 years receive Extended Day instruction using Quick Reads repeating over 300 high-frequency and sight words. Differentiated, scaffolded ESL instruction uses trade books, Teachers College Readers and Writers Workshop Project, and Rigby's On Our Way to English Guided Reading program. Comprehension is supported through use of pictures, realia, hands-on activities, graphic organizers, bilingual dictionaries and glossaries. SmartBoard instruction and Stech-Vaughn, Hampton-Brown, and Wonder audiocassettes provide visual and aural support. Phonics instruction includes Words Their Way. Ongoing, flexible grouping addresses individual reading, decoding, and comprehension strengths and weaknesses as children progress through the year. Scaffolds include Modeling, Bridging, Interviews, Contextualization which includes field trips, Schema building through semantic mapping, time lines, and a wide variety of graphic organizers, and Metacognitive Development through Read-Alouds. Content area instruction is enhanced through lengthened mini-lessons and websites such as Time for Kids, eThemes/eMints, KidsClick, and Kidzone. Differentiated content area instruction includes Everyday Math, FOSS science and Journeys: English Language Teaching through ELA and Science, Rosen Classroom Science Books and Materials. Classrooms are supplied with Core Curriculum Libraries for Science and Social Studies. Classroom libraries are leveled according to Fountas & Pinnell reading levels. Students perform individualized tasks in Acuity which target their individual areas of weakness and can be done at home as well as in school. A varied arts program offers participation in visual arts, vocal and instrumental music, including keyboards, and participation in creating and presenting live, on-stage drama and musical performances. Tracker monitors student progress and is used to inform instruction throughout the year. Ongoing collaboration among ESL, SETSS, AIS and classroom teachers also tracks student development, identifies areas of need, plans differentiated instruction, and supports the student.

d. Although we have no Long-term ELLs, our plan is to use age and grade appropriate, high-interest materials and internet sources for ESL, NLA, and ELA instruction during the number of minutes required by NY State guidelines.

e. Three special needs ELLs are in self-contained Special Ed classrooms and receive ESL instruction in a small group with age appropriate, high-interest materials. One special needs ELL is currently awaiting placement in a 12:1 bilingual setting. Until then, she is receiving ESL in a small group setting, with age appropriate materials 360 minutes per week. Special needs ELLs are also served by the SETSS and Speech teachers in English and in accordance with their IEP.

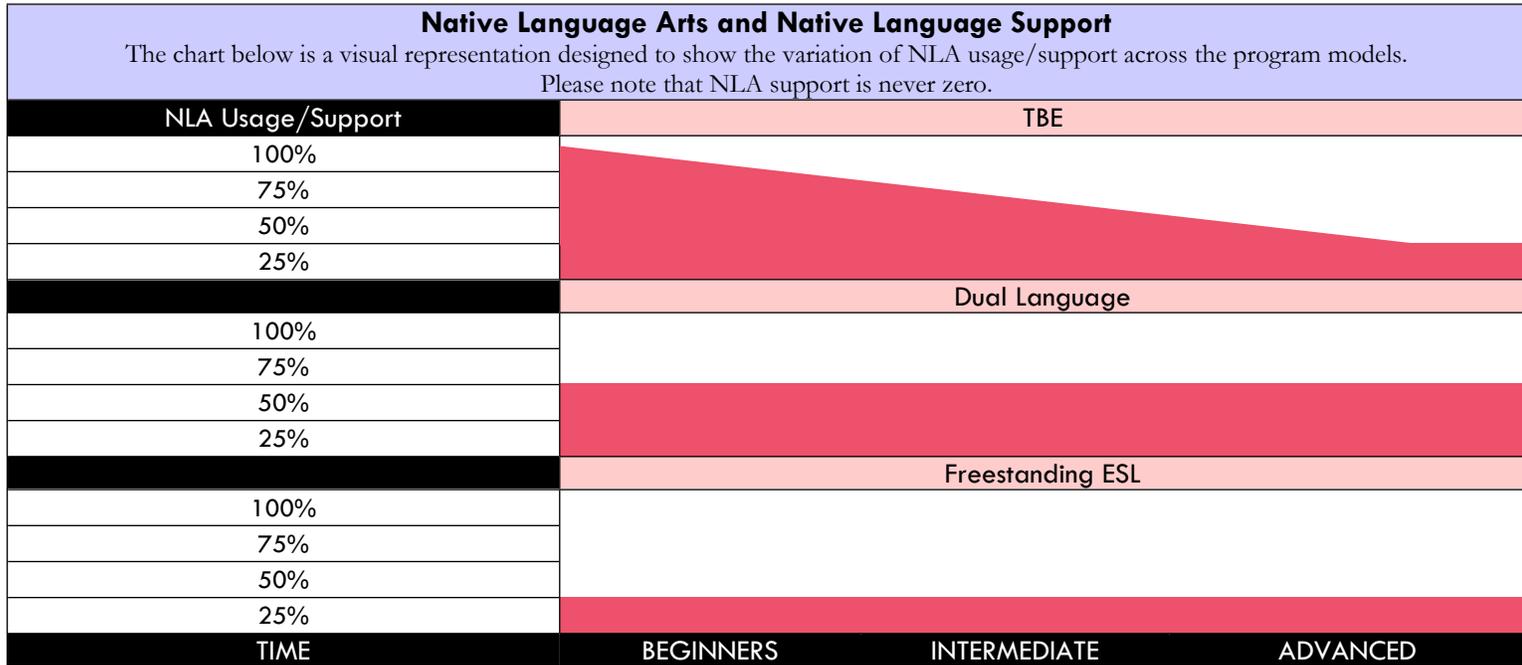
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



B. Programming and Scheduling Information--Continued

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

5. Classroom teachers use differentiated small group instruction to intervene for ELLs in ELA, math and the content areas. During the small group instruction the classroom teachers incorporate the ESL strategies such as providing explicit instructions with visuals, manipulatives, and technology. Students have access to resources in their native languages, such as dictionaries, books, and books on tape. Math is taught through the use of visuals, manipulatives and hands-on support, and a vocabulary word wall with pictures. ELA and social studies are taught through the workshop model through thematic units; teachers explicitly model the teaching point and students have the opportunity for guided practice with teachers and in small groups. Science is taught in the classroom and in a science lab with hands-on approach through experimentation. Students are matched with grade specific content at their reading levels. The ESL, SETTS, and AIS teacher provide support through small group instruction with a pull-out approach. The ESL teacher works closely with the classroom teachers to monitor progress of ELLs and discuss plans for the future.

6. After ELLs have reached proficiency on the NYSESLAT, we continue to closely monitor students with ongoing conversations among classroom teachers and the ESL teacher. Students receive testing accommodations for two years after reaching proficiency on the NYSESLAT such as, time-and-a-half, separate location, glossaries, and translated tests. (The translation is provided by the DOE.) They are also invited to our Extended Day program in the morning. If their teacher notices they need additional support, they can work with the ESL teacher in a small group setting with differentiated instruction.

7. Approximately 40 ELLs in first through fifth grades participate in the after-school Title III Enrichment program, which will have a technology component using the software Imagine Learning, and a theatrical component which will culminate in a full stage production.

8. There are no programs being discontinued.

9. Students at all proficiency levels in both program models receive gym, art, drama, and music instruction in English. ELA instruction is taught using ESL methodologies through the use of Rigby's "On Our Way to English", Scholastic Books, Wilson Reading program, and word walls in Literacy Visual Classrooms. In both programs instruction is differentiated by content, process, and product according to the needs of the student. Young Leaders Elementary School enhances language acquisition through a vibrant arts program which includes vocal and instrumental music, project-driven visual arts with a focus on fine arts, taught by teachers who have been trained in an ongoing basis in ESL methodologies in the school. All ELLs are included and the language of instruction is English.

10. ELLs are supported through instruction using Quick Reads repeating over 300 high-frequency and sight words. Differentiated, scaffolded ESL instruction uses trade books, Teachers College Readers and Writers Workshop Project, and Rigby's On Our Way to English Guided Reading program. Comprehension is supported through use of pictures, realia, hands-on activities, graphic organizers, bilingual dictionaries and glossaries. SmartBoard instruction and Stech-Vaughn, Hampton-Brown, and Wonder audiocassettes provide visual and aural support. Phonics instruction includes Words Their Way. Ongoing, flexible grouping addresses individual reading, decoding, and comprehension strengths and weaknesses as children progress through the year. Scaffolds include Modeling, Bridging, Interviews, Contextualization which includes field trips, Schema building through semantic mapping, time lines, and a wide variety of graphic organizers, and Metacognitive Development through Read-Alouds. Content area instruction is enhanced through lengthened mini-lessons and websites such as Time for Kids, eThemes/eMints, KidsClick, and Kidzone. Differentiated content area instruction includes Everyday Math, FOSS science and Journeys: English Language Teaching through ELA and Science, Rosen Classroom Science Books and Materials. Classrooms are supplied with Core Curriculum Libraries for Science and Social Studies. Classroom libraries are leveled according to Fountas & Pinnell reading levels. Students perform individualized tasks in Acuity which target their individual areas of weakness and can be done at home as well as in school. A varied arts program offers participation in visual arts, vocal and instrumental music, including keyboards, and participation in creating and presenting live, on-stage drama and musical performances. Tracker monitors student progress and is used to inform instruction throughout the year. Ongoing collaboration among ESL, SETSS, AIS and classroom teachers also tracks student development, identifies areas of need, plans differentiated instruction, and supports the student.

11. In the TBE program, ELLs are instructed by NY State Certified bilingual teachers. Students are heterogeneously grouped by grade level.

The teacher differentiates instruction to make sure students are receiving the appropriate number of minutes in English depending on their NYSESLAT or LAB-R level (advanced, intermediate, or beginner). Native language support is determined based on the NYSESLAT and the LAB-R. Beginners receive a lot of native language support. As they progress, the amount of native language support diminishes as instruction in English increases. For the ESL program, beginners and intermediates receive 360 minutes of ESL instruction and advanced students receive 180 minutes of ESL instruction per week. Native language support during ESL is provided by resources such as glossaries, dictionaries, books, and books on tape.

12. ELLs are instructed and receive services using resources that correspond to their age and grade level.

13. Before the beginning of the school year, newly enrolled ELLs have access to tours of building and meetings with the parent coordinator.

14. N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

1. Professional Development is the focus of our C-6 period where an administrator develops instructional skills with the goal of increasing our school capacity. Throughout the year our Network Leader, ELL Network Support Specialist and Systems Support Specialist provide specific instructional approaches to support differentiated instruction and embed ESL strategies in daily instruction. The ESL and bilingual teachers receive PD with the focus on ELL instruction by TC, BETAC, and the network. The ESL and bilingual teachers meet each week to discuss best practices for ELLs.

2. There are field trips to the middle school to help fifth grade students prepare for the middle school. The parent coordinator is also available to meet with the parents of ELLs should they have any questions or concerns about the process of applying for middle school.

3. All teachers receive at least 7.5 hours of training in ESL-related areas during Faculty Conferences, Professional Training days, TC, BETAC and common prep periods. The ESL teacher articulates with classroom teachers to develop strategies for individual students. Topics are analyzing data, grouping, best instructional practices, scaffolding for ELLs and NYSESLAT. Teachers are monitored for differentiating instruction and how this translates into student progress. Staff developers from Teacher's College Readers and Writers Project provide training on a regular basis to all classroom teachers by modeling in the classroom and holding post-lesson debriefings. New teachers participate in the mentor program, receiving training from teachers experienced in working with ELL students and experienced in the culture of the students of Young Leaders Elementary. Planning is done during common grade preparation periods.

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?

Paste response to questions 1-4 here

1. Young Leaders Elementary Parent Committee and its elected officers meet on a regular basis. Meet the Teacher Night / Curriculum Night introduces our parents and families to our staff, curriculum, and expectations. To ensure that parents of ELL students understand all the program choices, we offer Parent Orientation at which a group of qualified staff members, including the bilingual Assistant Principal, bilingual Parent Coordinator, and bilingual ESL teacher are available to assist them. Parents are notified by a letter written in English and in

their native language. Parents are invited to and attend unit Publication Parties in the classroom and all stage performances.

2. Our school works with agencies such as East Side House Settlement and Mercy Center. These agencies provide workshops in Family Skills, ESL, Employment Readiness, Personal Development and Children's Activities. These workshops are available in English and Spanish.

3. We evaluate the needs of the parents through the Parent Teacher Association. Parents and teachers are invited to attend these meetings in order to address concerns.

4. At the Parent Teacher Association meetings, parents are given the opportunity to express their concerns and questions about their child's education. The teachers then work with the parent to address these concerns with the help of the Parent Coordinator. Parents are invited to participate in a curriculum night where they learn about what their child will be learning in school. The parents are invited to breakfast meetings with teachers. Parents are also involved in parent/ teacher conference night.

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)	14	17	14	6	2	1								54
Intermediate(I)	0	1	5	4	4	4								18
Advanced (A)	3	1	2	7	4	5								22
Total	17	19	21	17	10	10	0	0	0	0	0	0	0	94

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		4	0	0	0	0							
	I		10	2	1	0	1							
	A		1	11	4	6	2							
	P		1	4	10	4	7							
READING/ WRITING	B		15	8	2	2	1							
	I		1	5	5	4	4							
	A		0	2	6	4	5							
	P		0	2	2	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	3	1		8
4	1	8			9
5					0
6					0
7					0
8					0

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
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	2		4		2		1		9
4	3		7						10
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		4		3				10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50percentile	51-75percentile	76-99percentile	1-25 percentile	26-50percentile	51-75percentile	76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. We use ECLAS-2, EL SOL, and TCRWP assessments to assess the reading skills of our ELLs. These assessments are used to inform appropriate instruction. In addition to these assessments, classroom teachers also use informal assessments such as rubrics, reading and

majority of our students on the beginning level are in K-2. In grades 3-5 the majority of ELLs are advanced. This shows that ELLs are making progress in English as they advance through the grades. The majority of the students who took the LAB-R in kindergarten scored at the beginning level. All newcomers in the upper grades also scored at the beginning level. There is a newcomers group focusing on language development through thematic units. Students score out of the beginning and intermediate level fairly quickly while the students at the advanced level remain at this level for a longer period of time. There is ongoing communication among the ESL teacher, classroom teacher, and administration to create an action plan to address the needs of the students. One such plan has been to implement small group instruction with specific foci on the linguistic needs of the students.

3. Patterns across NYSESLAT modalities reveal the fact that students are far more advanced and often times proficient in the listening/speaking modalities. This evidence will affect instructional decisions in the Freestanding ESL program, TBE program and in the mainstream classroom. A greater emphasis will be placed on reading/ writing instruction as opposed to listening/speaking. This will be accomplished through rigorous, explicit ESL instruction through Teacher's College Balanced Literacy program and Reading and Writing Project using ESL methodologies. Students will also receive native language support, as many skills learned in the native language are transferred to English.

4. a. The majority of our students on the beginning level are in K-2, with the majority of the students in the TBE program. The majority of ELLs are advanced in grades 3-5, all of whom participate in the Freestanding ESL program. This shows that our TBE program is preparing students to be successful in a mainstream classroom with ESL support. The results of the state tests indicate that ELLs are in need of additional support. On the NYS ELA, 6% of ELLs scored proficient. On the NYS Math 16% of ELLs scored proficient. On the NYS Science 30% of ELLs scored proficient.

b. NYSESLAT scores are used to identify areas of strength and weakness and to group students according to these areas. Raw scores in each modality are used to determine individual proficiency and need. Ongoing assessment, ELL Periodic Assessments, and Running Records track progress, drive instruction, and are recorded in Tracker and ARIS. The results of the ELL Periodic Assessments were posted online shortly after the exams were given. The students then are able to do test prep based on their performance using an online program. The school leadership team meets one to two times each month where they discuss the results of the ELL Periodic Assessments by looking at data and making plans to address the needs of the ELLs for the future.

c. Item analysis of Periodic Assessment results are used to identify areas of growth and continuing need; results are addressed through flexible grouping and differentiated instruction. Ongoing collaboration among ESL, SETSS, AIS, and classroom teachers also tracks student development, identifies areas of need, informs and differentiates instruction, and supports student growth. Native language support is determined based on the NYSESLAT and the LAB-R. Beginners receive a lot of native language support. As they progress, the amount of native language support diminishes as instruction in English increases. For the ESL program, beginners and intermediates receive 360 minutes of ESL instruction and advanced students receive 180 minutes of ESL instruction per week. Native language support during ESL is provided by resources such as glossaries, dictionaries, books, and books on tape.

5. N/A

6. The success of our programs for ELLs are evaluated by continuous ongoing assessments of our ELLs, the performance of our ELLs on state exams and the NYSESLAT, and ongoing discussions among faculty members. We use TC benchmarks as well as the ELA, Math and Science (4th grade) assessments.

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		