



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : YOUNG SCHOLARS ACADEMY FOR DISCOVERY AND EXPLORATION (YSADE)
280 HART STREET BROOKLYN, NEW YORK 11206

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K636

PRINCIPAL: DANIKA LACROIX EMAIL: DLACROIX@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Danika LaCroix	*Principal or Designee	
Tiffany Frazier	*UFT Chapter Chairperson or Designee	
Trina Ayers	*PA/PTA President or Designated Co-President	
Sonia Khadu	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Brett Glenn	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Moshammet Rhodd	Member/Parent	
Neisha Selal	Member/Parent	
Heidi Soto	Member/Parent	
Camille Artemus	Member/Parent	
Elisha Carlos	Member/Teacher	
	Member/Teacher	
Melisa Wise	Member/SLT Chairperson	
Robin Williams	Member/Assistant Principal	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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.

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?
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The 2011-12 school year commences Young Scholars' Academy for Discovery and Exploration's (YSADE) third year of operation. YSADE conducted a needs assessment in October 2011 to best determine the use of school resources to increase student achievement. The assessment concentrated on four major areas -- Curriculum and Instruction, Professional Development, Parent Involvement, and Student Support Services. The data points used to carry out the needs assessment were: NYS School Report Card 2010-11, NYCDOE Quality Review Report 2009-10, NYCDOE Progress Report/Learning Environment Survey 2010-11, ATS Register & Exam Report data, 2010-11 NYSTART Aggregate Reports for ELA and Mathematics, and Fountas & Pinnell Reading Levels.

School Wide Findings

The small size of Young Scholars Academy for Discovery and Exploration (207 students) provides an opportunity for staff to know students more thoroughly on an individual basis and assess their academic and social needs than could be done in a larger school. Fifty-nine (59) % of students have identified as Black, 36% as Latino, 2% as Asian, and 2% as White. Eleven 11% of our students have IEPs and 8% are ELLs.

Administrators and teachers are using quantitative data to drive instructional practices. Teachers are supported by professional development to acquire or apply a variety of strategies to differentiate content delivery. The principal established the school in September 2008 and instituted a number of practices to promote high academic achievement and behavioral expectations. These practices include schoolwide enrichment clubs, honor society, a character education program, bi-weekly town hall meetings with students & guidance staff, and an aquatics program for second graders.

Our school takes pride in its welcoming atmosphere and orderly environment. Halls are decorated with student work, inspirational poems, accomplishments and slogans as visual reinforcement of expectations. A partnership with NYC-University Settlement has allowed YSADE to establish an effective extended learning time afterschool program that services students until 6pm. Wednesdays & Thursdays have an academic focus on problem solving and literacy instruction. We also have a Saturday Academy to provide extra support for students in literacy and math.

One of our major challenges is finding more effective ways to service our students who live in Temporary Housing (STH). Our school is within the zone of 10 shelters and our STH population is currently 8.2% of our student population. Our ability to serve STH students effectively is hampered by the unpredictable time frame that they are enrolled in YSADE. While we have maintained high attendance for most of our students we are still concerned about those with less than 90% attendance rate and are continuing efforts to have all students present for instruction.

Curriculum & Instruction

YSADE's May 2011 Fountas & Pinnell Class Profiles of Reading Levels showed that 84% of Kindergarten students, 70% of 1st Grade students, and 68% of 2nd Grade students were on grade level or above. The 2010-11 School Report Card shows that AYP was made in ELA, Math, & Science in all subgroups.

Our 2010-11 NYSTART ELA data shows our students received the following scores on the NY State ELA Exam:

ELA	Level 1	Level 2	Level 3 & 4
Grade 3 (current 4 th)	14% (3 students)	48% (10 students)	38% (8 students)
Grade 4 (current 5 th)	17% (6 students)	33% (12 students)	50% (18 students)
Grade 5	6% (2 students)	36% (13 students)	58% (21 students)

Among our Students with Disabilities, 0% scored Level 3 or above in Grade 3; 27% in Grade 4; and 33% in Grade 5. With our English Language Learners, 1 student tested at Level 1 and 2 students tested at Level 2.

Our 2010-11 NYSTART Math data shows our students received the following scores on the NY State Math Exam:

Math	Level 1	Level 2	Level 3 & 4
Grade 3 (current 4 th)	9% (2 students)	30% (7 students)	61% (14 students)
Grade 4 (current 5 th)	16% (6 students)	35% (13 students)	49% (18 students)
Grade 5	0% (0 students)	19% (7 students)	81% (29 students)

Among our Students with Disabilities, 0% scored Level 3 or above in Grade 3; 27% in Grade 4; and 92% in Grade 5. With our English Language Learners, 23% in Grade 3 scored Level 3 or above, 0% in Grade 4, 33% in Grade 5. All remaining ELL students scored Level 2.

Weekly grade meetings are in place at YSADE. Teachers effectively use data collection results to differentiate instruction and services rendered to meet students' needs. Students needing academic intervention are identified and their needs are addressed accordingly. Grade teams created curriculum maps based on the professional development provided throughout the year, the school's mission statement, students' academic needs, and the NYS standards. The implementation of the Common Core Learning Standards emphasizes proficiency in non-fiction writing and critical thinking. This is an area we are seeking to improve student performance. Curriculum maps and professional development offerings will be updated to reflect the new standards. Last year, we began Junior Great Books program to enhance students' critical thinking skills. This year we started an initiative called the Million Page Challenge (MPC). MPC is used to build students' reading stamina through Independent Reading from grades K-5. The goal is to have the entire school read a million pages by the end of the school year. The Assistant Principal manages the record keeping weekly in a public space and students keep logs of their individual progress. We have also instituted Exemplars, a mathematics program that emphasizes problem solving in Grades 1-5.

AIS support is provided in literacy, mathematics, and social studies. Students are assessed upon entry into our program. Teachers assess students' reading progress on a six to eight week cycle using the Fountas and Pinnell Assessment Kit, conferring notes and informal running records. In math teachers administer unit pre and post tests from Everyday Math. For K-2 teachers use ECAM to assess students' numeracy skills. We use both the push in and pull out model based upon the student's needs. We currently offer an after school AIS program for literacy and mathematics two days per week that will last for the duration of the school year.

Special Education

Approximately 11% of our students have an IEP. YSADE has 20 Special Education students in self-contained classes on grades 2, 3, 4 and 5. SETSS students are serviced by a full-time IEP Teacher/Coordinator. The IEP Teacher/Coordinator collaborates with General Education classroom teachers to plan lessons, monitor IEP goals and academic progress for SETSS students. During a 50 minute block twice a week, the IEP Teacher/Coordinator performs small group instruction with designated self contained students while the classroom teacher works with another small group.

Our Special Education students are included in our daily Extended Learning Time program from 3:30 to 6pm. Within this program we have two days in which students are receiving targeted academic instruction in ELA and Math for 90 minutes. We have also instituted a Saturday Academy for Grades 3-5. The Academy also targets identified students and provides instruction for three hours. Students are served breakfast and lunch during the Academy.

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

Another of our major challenges is improving attendance at the Saturday Academy. For Special Education students that are bussed in during the week, transportation is a challenge

on Saturday. These same students tend not to participate in our Extended Learning Time initiatives for the same reason. While we have made progress in this area, there is also a concern about the slower rate of academic progress of many Special Education students as compared to the General Education population.

English Language Learners

Currently we have 17 ELL students that make up approximately 8% of our student population. They are serviced by our ESL teacher in a freestanding Pull-Out program. As the demographics in the community show an increase in the Latino population, we anticipate a possible upward trend in the enrollment of ELLs at YSADE. We will continue to assess our program so we can continue meet the language acquisition needs of these students.

The ESL teacher attends staff development throughout the school year. She joins with other ESL teachers in a monthly ESL liaison meeting in order to be updated with the current ESL related issues and information. The ESL teacher also attends professional learning opportunities sponsored for ESL teachers from CFN Network 606, the Office of ELLs and the Brooklyn/Queens BETAC to learn new innovative ways and research-based ESL strategies

Professional Development

YSADE offers its teachers professional development based on the needs assessment of the school. Currently, there is a full time Literacy and full time Math Coach to provide job embedded professional development. During the first week of August, the entire staff of YSADE is offered a week of professional development based on the identified needs of students.

Administrators conduct several Learning Walkthroughs of classroom instruction throughout the year. Differentiation of instruction has improved over the past year due to the work of the coaches and teachers. We've also assessed that additional data points in the subject areas of Science and Social Studies needed to be used by teachers in developing their instructional plans.

Differentiated professional development is provided for new & inexperienced teachers through monthly meetings. CFN 606 staff members provide regular support and professional development in all subject areas, special education, collaborative inquiry and leadership development. This is done in house and off site. All teachers assess student work according to the New York State Standards and Core Curriculum. They use the results in order to adjust and differentiate instruction to meet the needs of both their classes as a whole as well as those of each student.

The school provides professional development to classroom teachers especially those with ELLs to learn data-driven instruction and best practices for all students including ELLs. Surveys are distributed to staff to determine the need for teachers' PD in terms of best practices, curriculum and instruction. In addition, the school will hire an ESL person from the network to provide Professional Development to all staff to get the minimum 7.5 hours of required ELL training. The ESL teacher is asked to share to classroom teachers ESL

strategies they could use in the classroom for ELLs. This will also give the teachers support in moving the ELLs to a higher proficiency level.

We offer six-week courses in YSADE facilitated by selected staff members in Differentiated Instruction and Teaching of Writing. The courses meet once a week and teachers receive training rate. Monthly Lunch and Learns are offered to teachers by the Literacy and Math Coaches. Example topics are Mastering the Mini-Lesson format and Using Storybooks to teach Mathematics.

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

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

Attendance at Lunch and Learns can be improved significantly especially among lower grade teachers. We are also building Professional Learning Communities among our veteran and newer teachers. We are challenged to provide targeted professional development for individual teachers that have needs outside of our schoolwide initiatives (ex. classroom management skills, effective lesson planning)

Parent Involvement

Many parents at YSADE have grown up in our neighborhood and have had a variety of experiences with the school. A number of them attended the school when it was P.S. 304 and witnessed an ineffective school culture and substandard academic practices. As a result, there was high level of reservation regarding the new school administration and configuration.

We have seen inroads with parent engagement because of the outreach efforts led by our Parent Coordinator. Our 2010-11 Learning Environment Survey indicates that 99% of the responding parents were very satisfied or satisfied with the education their children's education that year; 100% felt the same about opportunities to be involved in their child's education, & 97% felt the same about how well the school communicates with them. Our 2010-11 Progress Report affirms this position in the School Environment section. The results indicate high levels of agreement that the YSADE is considered to have high expectations for students, is safe & respectful, and communication with parents is valued.

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

about the school community) partnership with Literacy Inc (cultivating literacy in families/community, making reading part of their everyday lives). Finally, we continue to implement our monthly Parents as Learning Partners days. This is an opportunity for family members to join their child's class for literacy based activities. .

The 2009-10 Quality Review Report indicated a need to involve parents more effectively in school decision making processes. We are using our Town Hall meetings as an additional vehicle for this process. The School Leadership Team is the primary method for parents to be involved in the school decision making process. Our Parents Association is very active and continues to work with school staff to improve YSADE.

YSADE has a very high transition population because we have 10 identified shelters that are within our zoning area. It is very difficult for parents of students in Temporary Housing to focus on academic support due the volatility of their circumstances. We are also challenged with being able to maintain contact with parents and convincing them to become engaged even though their children may be in the school on a short term basis. There is a concern about making sure students have uniforms and basic needs met as well as providing resources for parents (social work, psychological, coat drives, local churches, collecting uniforms from graduating students).

Our Parent Coordinator continues to make outreach visits, provide information to parents about resources, and seek ways to engage parents that are managing very stressful lives. We are working, as a school community, to find opportunities for all parents to become more involved in their child's academic activities. Many parents are facing barriers such as a lack of financial resources, disconnected phones, and poor academic experiences that keep them from being in partnership with their child's teacher and/or to take advantage of the services offered at YSADE.

Student Support Services

Despite Young Scholars' Academy for Discovery and Exploration's (YSADE) strengths and accomplishments, a number of students face challenges as a result of external circumstances related to behavior, attendance, and home life. We have a Mental Health Clinic that opened last year to service our school building. It is staffed with a full time Psychologist and a full time Therapist.

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

Every year, fifth grade classes go on field trips to different Middle Schools to experience the environment & learn about the expectations they need to meet when they go to middle school. Inter-school visitation is scheduled for 4th and 5th grade classes to help the teachers gain some insights how other schools support and prepare all students for the transition to middle school.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- **By June, 2012 we will increase the number of our students achieving Level 3 or above by 3% on the NYS ELA examination. For IEP students, we are seeking a gain of one year of progress is demonstrated on the New York State ELA exam.**

Comprehensive needs assessment

- See page 4-6

Instructional strategies/activities

- Classroom teachers use Fountas and Pinnell Class Profiles to monitor student progress in reading. Running records are done every 2-3 months.
- Application of “Double Dose” for students assessed at one year or more below grade level (see page 6)
- Grade teams create curriculum maps aligned with the Core Curriculum & NYS learning standards. Team meetings are used to discuss student work and strategies for addressing student literacy needs.
- ESL teacher collaborates with classroom teachers to plan for ELL instruction in pull-out program.
- Extended Learning Time program has a literacy and problem solving focus on Wednesdays and Thursday
- Students in Temporary Housing are immediately assessed by the Literacy Coach to determine if there is a need for academic support in literacy. All students in Temporary Housing are targeted for Homework Help in our afterschool program
- The principal and assistant principal collect meaningful qualitative data through classroom walkthroughs, one-on-one meetings with teachers, review of teacher assessment binders and student data binders and attendance at grade level meetings.
- The principal and/or Assistant Principal will review quantitative and qualitative data and meet with the Support Staff on a weekly basis to identify supports needed by individual teachers and grades.

Strategies to increase parental involvement

- Guest Reader days (inviting parents/community to do read alouds to classes)
- Families as Learning Partners (parents invited to come into the classroom to participate in literacy lessons)
- Town Hall Meetings (once a month for Early Childhood & once a month for Upper elementary (open forum for parents and students to share their ideas, thoughts, concerns about the school community)
- Partnership with Literacy Inc (cultivating literacy in families/community, making reading part of their everyday lives).
- Parent Coordinator contacts parents in Temporary Housing to discuss various support services the school can provide and will also make visits if needed. If a staff member indicates a higher concern for a student’s progress and well-being, the Principal and a team will make a site visit to speak with the student & his/her family.

Strategies for attracting Highly Qualified Teachers (HQT)

- We have 100% of our teachers at Highly Qualified Status

Service and program coordination

We are using the resources of our CFN, volunteer organizations (i.e. Literacy Inc.), and our partnering CBO for extended learning time – University Settlement – to support literacy achievement in our school. Our extended day program is open to all students from grades K-5. Two days a week for 37.5 minutes each day, our students engage in academic intervention services (AIS) or enrichment activities depending upon their individual needs in groups of ten students or fewer. Those receiving AIS and enrichment do so in both literacy and mathematics. All students also participate in electives which are activities with an academic base which includes the arts, movement, skills building, environment and/or technology.

Budget and resources alignment

- Use Title I set-aside funding to provide professional development sessions.
- Assistant Principal is the Instructional Leader for Literacy.
- Literacy Coach is on staff and provides professional development as needed.
- Use of Title I set-aside for parental involvement activities.
- Academic Support Providers (ASP) have been hired to support students and teachers.
- ASP will provide support to students on all performance levels through Academic Intervention Service and Academic Enrichment Service.
- Title I funding will be used to support the after school program.
- Additional Title I funds are set aside to support our Students in Temporary Housing during our afterschool program.

ANNUAL GOAL #2 AND ACTION PLAN**Annual Goal #2**

- **By June, 2012 we will increase our students achieving Level 3 or above by 3% on the NYS Mathematics examination. For IEP students, we are seeking a gain of one year of progress is demonstrated on the New York State ELA exam.**

Comprehensive needs assessment

- See pages 4-6

Instructional strategies/activities

- Third, fourth, and fifth grade students will be grouped in the extended day and Saturday program by proficiency levels based upon skill need as identified by the NYS testing data.
- AIS teachers will be assigned to those students performing at Level 1 and Level 2.
- Implementation of “Exemplars” , mathematics problem solving program for grades 1-5
- Grade level conferences will focus on sharing and reviewing mini assessment results and rigorous sharing instructional strategies.
- Principal will rearrange schedules as needed to allow for model lessons and inter-visitations within the school community and at other schools.
- Professional development sessions are planned to help to allow teachers to unpack the Common Core standards in Mathematics. Teachers will receive professional development in the use ACUITY and ARIS data to drive mathematics instruction.
- The principal and assistant principal collect meaningful qualitative data through classroom walkthroughs, have one-on-one meetings with teachers, review of teacher assessment binders and student data binders and attendance at grade level meetings.

Strategies to increase parental involvement

- YSADE has an open door policy to facilitate parent concerns regarding their children.
- YSADE invites parents into their children's classroom to volunteer, participate in their child's class, and observe classroom activities.
- The Parent Coordinator will work with parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of our teachers have Highly Qualified Status.

Service and program coordination

We are using the resources of our CFN and our partnering CBO for extended learning time – University Settlement – to support mathematics achievement in our school. Our extended day program is open to all students from grades K-5. Two days a week for 37.5 minutes each day, our students engage in academic intervention services (AIS) or enrichment activities depending upon their individual needs in groups of ten students or fewer. Those receiving AIS and enrichment do so in both literacy and mathematics. All students also participate in electives which are activities with an academic base which includes the arts, movement, skills building, environment and/or technology.

Budget and resources alignment

- Use Title I set aside funding to provide professional development sessions.
- Principal is the Instructional Leader for Mathematics.
- Mathematics Coach is on staff and provides professional development as needed.
- Academic Support Providers (ASP) has been hired to support students and teachers.
- ASP will provide support to students on all performance levels through Academic Intervention Service and Academic Enrichment Service.
- Title I funding will be used to support the after school program.
- Additional Title I funding is set aside to support our Students in Temporary Housing during our afterschool program.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- **By June, 2012 teachers will demonstrate increase effectiveness in the teaching of non-fiction writing as demonstrated by an increase in 3rd, 4th, & 5th grade expository writing assignments and products**

Comprehensive needs assessment

- See page 5-6

Instructional strategies/activities

- Use of Junior Great Books for development of critical thinking skills.
- Teachers will increase the use of non-fiction text and responses to it in their literacy blocks.
- Increased the number of non-fiction writing units from one to three to be taught across the school year
- Length of writing units has been extended from 4 to 6 weeks to ensure success in non-fiction writing
- Aligned all curriculum maps to Common Core standards across all grades
- All published student writing is to be typed and printed in order to meet technology and writing standards
- All Enrichment clubs have added a writing component to support student proficiency in non-fiction writing
- We created performance tasks after every reading & writing unit to assess the growth in non-fiction writing.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- 100% of our teachers have Highly Qualified Status

Budget and resources alignment

- Use 10% Title I Professional Development set aside funding to provide time for teachers to meet outside of the school day.
- Title I Part A
- Tax Levy Funding
- AP is data specialist and will provide teacher teams with on going support.
- CFN 606 Instructional Specialists
- Literacy Coach will provide one to one and group support to teachers in order increase their effectiveness in the teaching of reading and writing..

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- **By June 2012, we will increase parent participation in our school activities as evidenced by a 3% increase in Family Literacy & Math Nights, Parents as Learning Partners Days, and Town Hall meetings.**

Comprehensive needs assessment

- See page 7

Instructional strategies/activities

- Parent Coordinator continues outreach with high needs families
- Parents Association activities
- Reminders in School Calendar, Invitations to literacy & math events, training of parents by Literacy Inc.

Strategies to increase parental involvement

- 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.;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Host the required Annual Title I Parent Meeting on or before December 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;
- We share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- Not Applicable

Service and program coordination

- Partnership with University Settlement and The After School Corporation for our Extended Learning Time Program has a parent engagement component.
- Monitor parent attendance and participation in SLT and town hall meetings.
- Parent Coordinator solicits ideas from parents about their perspectives on school priorities and goals in September, December, April, and June.
- Bi-annually analyze parent surveys to determine next steps in planning and support of parent involvement in school decision making processes

Budget and resources alignment

- Use of Title I set aside for parental involvement activities
- Parent coordinator will dedicated 30% of his time to outreach efforts to engage parents in school activities.
- Parents of students in temporary housing will receive additional support from Parent Coordinator.
- Parent Coordinator will facilitate and integrated approach to parent involvement by engaging parents as learning partners.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- **By June, 2012 we will increase our average monthly attendance to 93% as evidenced by monthly logs and attendance reports.**

Comprehensive needs assessment

- See page 4-5

Instructional strategies/activities

- Attendance teacher will use of weekly and monthly attendance data to monitor student improvement or decreases.
- Parent coordinator identifies students with chronic attendance problems and performs outreach to parents.
- Reward and acknowledge students with attendance improvement and 100% attendance monthly.
- Town Hall meetings will be used to stress the importance of good attendance to students, parents, and staff.
- Attendance team and Attendance teacher monitor data and provide support for attendance events
- Parent coordinator conducts home visits for students with less than 90% attendance.
- Automated calls to absent students on a daily basis.

Strategies to increase parental involvement

- Under the description of parent responsibilities (see page 23) in our School Compact we will remind parents of the need for their partnership to be sure students attend school regularly and on time.

Strategies for attracting Highly Qualified Teachers (HQT)

- Not applicable

Service and program coordination

- Parent coordinator works with attendance team to monitor students with attendance under 90%. Services of the school's Mental Health Clinic are solicited if poor attendance is assessed as being due to emotional issues or extenuating circumstances.

Budget and resources alignment

- Parent Coordinator uses 20% of his schedule to address issues of poor attendance with parents
- Attendance Teacher and/or Parent Coordinator will perform home visits based on weekly attendance data.
- Title I Part A
- Tax Levy Funding

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	4	0	3	0
1	18	18	N/A	N/A	0	0	3	1
2	16	6	N/A	N/A	1	1	2	0
3	19	8	N/A	N/A	4	1	2	0
4	12	15	8	8	2	0	2	0
5	14	17	7	7	5	0	4	0
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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 SCHOLARS' ACADEMY FOR DISCOVERY AND EXPLORATION
(YSADE) PARENT INVOLVEMENT POLICY--SCHOOL PARENT COMPACT**

SCHOOL RESPONSIBILITIES

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

Young Scholars' Academy for Discovery and Exploration will provide parents with frequent reports on their children's progress. Parent/Teacher Conferences will be held 2 times annually - in November and in March. During Parent/Teacher Conferences, parents will be provided with an update of their child's report card, discuss the Compact as it relates to the individual child's achievement, and discuss curricular issues.

Young Scholars' Academy for Discovery and Exploration (YSADE) will provide reasonable access to staff. Specifically, staff will be available for consultation with parents in the following ways:

- YSADE will have an open door policy to facilitate parent concerns regarding their children.
- Young Scholars' Academy for Discovery and Exploration will provide parents opportunities to volunteer, observe, and participate in their child's classroom activities
- Learning Leaders and Parent Volunteers will assist teachers with a hands-on approach to their children education. On the 4th Friday of each month parents are invited to their children classroom to act as learning partners. The 2nd Friday of each month is Guest Reader Friday. Parents and community leaders are invited to read a book to a class.

Our school will support parents and families of Title I students by:

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

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

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

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between the teacher and the home in a format, and to the extent practicable in the languages that parents can understand

PARENT RESPONSIBILITIES

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

I will support my child's learning by making education a priority in our home by:

- making sure my child is on time and prepared everyday for school
- monitoring attendance
- talking with my child about his/her activities every day
- scheduling daily homework time
- providing an environment conducive for study
- making sure that homework is completed
- monitoring the amount television my children watch
- volunteering in my child's classroom.
- participation as appropriate in decisions relating to my children's education.
- participation in school activities on a regular basis.
- staying informed about my child's education and communication with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- reading together with my child every day.
- providing my child with a library card.
- helping my child accept consequences for negative behavior.
- being aware of and following the rules and regulations of the school and district.
- supporting the school's discipline policy.
- expressing high expectations and offering praise/encouragement for achievement.

STUDENT RESPONSIBILITIES

Young Scholars will strive to:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Petrina Palazzo	District 16	Borough Brooklyn	School Number 636
School Name Young Scholars' Acad for Disc & Explorat			

B. Language Allocation Policy Team Composition [?](#)

Principal Danika LaCroix	Assistant Principal Robin Williams
Coach Joyce Knights/Literacy	Coach Jimelle Fraser/Math
ESL Teacher Fe Montarde	Guidance Counselor Bryant Brown
Teacher/Subject Area type here	Parent
Teacher/Subject Area	Parent Coordinator Brett Glenn
Related Service Provider Elisha Carlos/ IEP	Other SATIF: Deena Abu-Lughod
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	210	Total Number of ELLs	18	ELLs as share of total student population (%)	8.57%
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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. 

Young Scholars' Academy for Discovery & Exploration (PS 636K) is a diverse school with a population of 210 students. It offers an ESL Program under the No Child Left Behind Act and serves 18 English Language Learners (ELLs) from Kindergarten to 5th grade. These ELLs were identified through the Home Language Identification Survey (HLIS) Forms which were filled out during their school registration process.

On the first day or week of school year, the ESL teacher generates the exam reports from the ATS to check students' eligibility for the ESL Program. These include the NYSESLAT Exam History Report (RLAT) and the LAB R eligibility list (RLER) for the newly admitted ELLs. The teacher checks the Home Language Survey forms of those students listed in the RLER report to confirm eligibility. The RLAT report will be used later in preparing letters to be sent home to parents. Meanwhile, as school is still accepting students to be registered, some out of classroom teachers (i.e. IEP Teacher, guidance Counselor, ESL Teacher) assist parents in the registration to administer and discuss the Home Language Identification Survey(HILS) form with parents in their native language. This procedure is done to determine what language the child and the parents speak at home. With the help of the Spanish bilingual Para, the registering parents or guardians are informally interviewed to ensure the accuracy of responses in the HILS form. When registration is over, the ESL teacher checks and signs all the HILS forms and determines if the child is LAB-R (Language Assessment Battery-Revised) eligible.

LAB-R testing eligibility is based on the responses of the HLIS forms. If there is at least one (1) response indicating a language other than English in Part I questions #1-4 and any two (2) responses to questions # 5-7, the child is eligible for LAB-R testing. Testing of the short LAB-R (Form B) will be done within 10 days of initial enrollment. The English LAB-R is administered to all eligible ELLs as per CR-Part154, to determine their English proficiency level. However, if the child is unable to answer the first three questions of the LAB-R, the child is given the Spanish LAB (Form B) to determine proficiency level in the Spanish language. The ESL teacher hand-scores the LAB-R and Spanish LAB documents to determine the child's language proficiency level for the newly admitted ELLs. Students who score at or above a state-designated level of proficiency (i.e above the cut-off scores) are placed in a monolingual class and Non Entitlement letters are sent home with the child. The students who score below the cut-off score for a grade are identified as ELLs and are ELL Program eligibles. Newly admitted eligible ELLs who only speak Spanish are evaluated in the native language, the Spanish LAB.

Parents of newly identified ELLs are sent Entitlement Letters and invitation letters (translated in their native language) for Parents' Orientation. This is done within 10 days of registration. Phone calls are made to confirm attendance to the orientation during which, the parents watched the orientation video in their preferred language (i.e Spanish, Chinese, etc.) to understand the information and the different program options (Transitional Bilingual, Dual Language, ESL Program) available. After watching a video, the three program options are further discussed by the ESL Teacher. The PreK bilingual para and the resident principal who is also bilingual assist in explaining and answering in Spanish the questions asked by the parents. The Parent Survey and Program Selection form are then distributed to the parents to fill out and choose which ELL program they want for their children.

When parents of entitled ELLs don't come to the orientation despite several trials of phone calls and letters sent , the ESL teacher has to send the Parent Survey and Program Selection Form home with the child and then schedule a telephone conversation if not one-on-one meeting with them to talk about the program options for the child and to make sure these parents understand and return the form.

All these forms are collected and kept in the school in the ESL teacher's Data Binder and kept for record keeping for years. Those ELLs whose parents didn't return the survey forms were placed in the school's ESL Program. Placement letters, translated in Spanish, are sent to the parents of newly admitted ELLs. Copies of all these letters that are sent are placed in the child's file and in the ESL teacher's Binder for record keeping for years.

After reviewing this year's Parent Survey and program Selection forms, five out of five parents of newly eligible ELLs had chosen ESL Program as their option 1, three (3) parents chose Dual language Program as option 2 and Transitional Bilingual Program as option 3. One parent chose Dual language program as option 1, TBE as option 2 and ESL as option 3. This parent was informed that the child has the right to placement to Bilingual Program or has the option to go to a school that offers it. In addition, the ESL teacher discussed that Bilingual Education class will be offered in any elementary school if there are at least 15 or more enrolled ELLs who speak the same language in two successive grades. If this happens at YSADE, i.e. when the TBE/DL Program becomes available, the ESL teacher will notify this parent through letter or phone conversation in his native language. Within the past three or four years though, majority of the parents who attended the orientation chose ESL Program which is the program or service model of the school. The ESL teacher kept a tally records of the parents' responses to determine and/or compare what program choice the majority of the parents want for their children. In so doing, school would be able to meet the parent's need and could offer a program based on what the majority of the parents choose.

After doing all the testing, handscoring and parents orientation, the ESL teacher then checks the NYSESLAT Exam History Report that was generated from the ATS. The scores in the RLAT indicates the ELL's English proficiency level, i.e. Beginners, Intermediate, Advanced. This is also the basis of grouping students for ESL instruction. If the child is still eligible to continue receiving ESL services, Continued Entitlement letters are sent home to the parents. If they test out of NYSESLAT, parents of these ELLs are sent with Non Entitlement or Transition Letters to inform them that their child is already English proficient and will no longer receive ESL services. All these letters are translated in Spanish and Chinese, etc. For each letter sent home, the ESL teacher has to put a copy of that letter to each child's file and keep copies of these letters in the teacher's ELL Data Binder for record keeping for years.

Towards the end of every school year, each Spring, the ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their language proficiency progress. Students with disabilities are provided testing accommodations that are specified in the IEP. Each student's performance on this test will be the basis for determining whether the student continues to be an English language learner. Within the NYSESLAT administration schedule, the ESL teacher administers the Speaking part of the test to individual students. The Listening, Reading and Writing parts of the test are administered by grade bands K-1, 2-4, and 5-6 one day at a time. Each grade band is tested in a separate location by the ESL teacher and two other teachers assigned on the date that the school chose. To ensure that all ELLs take the NYSESLAT, the ESL teacher has to generate the NYSESLAT Eligibility Roster (RLER) report. This report lists all NYSESLAT eligible ELLs of the school for that year. Teacher also generates LAB-R Eligibility Roster (RLER) report in case there are newly admitted students who are possible ELLs. This is done to assure that all ELLs are tested with the NYSESLAT.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	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											0
Dual Language											0
ESL	18			0			0				18
Total	18	0	0	0	0	0	0	0	0	0	18

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	3	2	1	2	1								15
Chinese		3												3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	6	2	1	2	1	0	18						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

The ESL Program at Young Scholars' Academy for Discovery & Exploration (YSADE) uses a Pull-out model. The ELLs are picked-up from the classroom and provided differentiated ESL instruction according to grade and proficiency level. The grouping is by grade span, i.e. students in K and 1st Grade Beginners (B) and Intermediate (I) together, 2nd and 3rd Grade (B/I), 4th and 5th Grade(B/I). Advanced ELLs are also grouped by grade span: K-1, 2-3, and 4-5. The beginners and intermediate are provided 360 minutes of ESL instruction and 180 minutes for advanced. They will also receive at least 180 minutes of ELA instruction in the classroom.

The school's ESL program is designed to develop both the academic and social aspects of ELLs. Basic Interpersonal Communication Skills (BICS) of ELLs in English are developed through cooperative learning approach in pair or in small group. Since the school uses the Balanced Literacy Program across the grades, the ESL teacher works in collaboration with the classroom teachers of ELLs through

A. Programming and Scheduling Information

conversations and meetings to assist the students in reading, writing and language development. The ESL teacher keep tracks of the topic/unit of study for the month in order for her to align ESL instruction with the classroom teachers and reinforce the literacy and Math lessons that they covers in class. Thematic Units are used in delivering content area instruction in Science and Social Studies. The ESL teacher delivers services totally in English. She also provides differentiated instruction using TPR, hands-on activities and Language Experience Approach (i.e exposing them to speaking and listening activities during the read-alouds, playing & discussing books on tapes, interactive learning on computer, phonics, and language patterns. The ESL teacher uses sheltered instruction by using English language instruction in teaching the content area topics more comprehensible to students with limited vocabularies. This includes using visuals, demonstrations and collaborative learning activities for the ELLs.

To maximize academic support, native language tools are used and made available for ELLs in the ESL program. The ESL teacher provides them with bilingual (Spanish-English) dictionaries to help them locate and understand the meaning of unfamiliar or difficult words in English. Teacher also uses buddies in the class, i.e. beginning ELL has to be paired with a more advanced or proficient ELL. Also, translated glossaries are provided for testing grades in grades 3 to 5. They could use these bilingual glossaries as supplements to the texts especially during the state tests in Math, Science and Social Studies. Currently we don't have non- English (i.e. Chinese, and/or Arabic) students or parents who need translation because they understand English. However, if we acquire some in the future, the school has a budget allocation to pay for translation services for eligible bilingual-Chinese/Arabic individuals.

Currently, we don't have SIFE students. However, if a SIFE student is enrolled, the school will follow the screening procedure stipulated in Appendix A of the BESIS. If a student is catagorized as SIFE, those with a home language of Spanish will take the Academic Language & Literacy Diagnostic (ALLD) test for placement. The school will provide a very supportive environment that responds to the immediate social, cultural and linguistic needs of these students. The following may be provided: immersion in the English language, a buddy system with peers or classmate who can help the SIFE student adjust to the class activities, students and parents will be given access to support services in their native language, instructional materials/methods will be designed to accelerate the academic achievement like phonics using the Wilson Foundation program. The ESL teacher will provide and continually reinforce concepts and language in academic instruction and integrate these concepts across content area lessons.

ELLs who have less than three (3) years in the U.S. schools continue to receive 360 minutes of ESL services for beginners and intermediate, and 180 minutes for advanced level until they become English proficient and test out of the NYSESLAT. They receive at least 180 minutes of ELA in the classroom. The ELLs in the testing grades will take the state test in ELA and Math after one year of school here in the US under the No Child Left Behind (NCLB) Act. Therefore the ESL teacher has to prepare them to get ready for these tests. The ESL teacher specifically teaches them the language of the test and vocabulary. They are taught with the workshop model in reading and writing to increase academic proficiency level, develop thinking skills and pass the standardized assessments. They are also taught how to use the bilingual dictionary (word-to-word translation) that they could use during the content tests.

YSADE at this time, does not have ELLs who have been receiving 4 to 6 years of ESL services and the Long Term ELLs (completed 6 years). However, if we acquire these ELLs in the future, we will pull out these kids in small group for differentiated ESL instruction. They will be referred for intensive Academic Intervension Services AIS) where they will receive intensive literacy and language instruction. The ESL teacher will provide explicit instruction in the five components of reading – phenemic awareness, phonics, fluency, vocabulary and comprehension.

This year, we don't have ELL-SWDs. But, ifever we acquire ELLs who have special needs, we will will provide focused instruction in phonics and small group guided reading and writing. More language drills in both oral or written forms, listening activities and test preps will be provided. During the 50-minute literacy block, the IEP teacher will perform small group instruction with designated ELL-SWDs. These students will also be served during the daily Extended Learning Time (ELT) Program everyday from 3:15 to 6:00 p.m. The program will target these identified ELLs and provides instruction with a bilingual staff.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

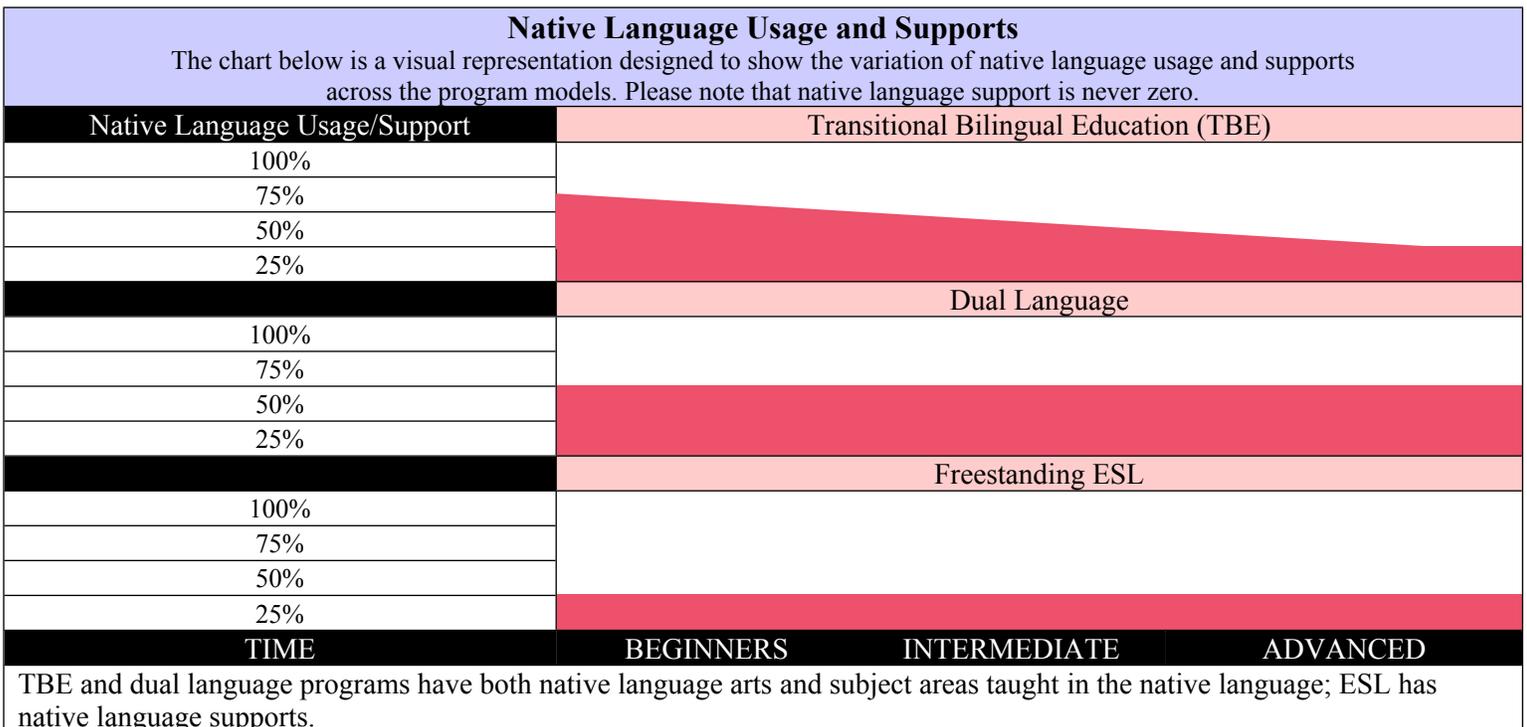
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:	N/A			
Math:	N/A			

Science:	N/A

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

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

In addition to literacy and content area instruction received in the classroom, the school increases Academic Intervention Services (AIS) for students, including ELLs, whose performance is below grade levels. The beginning ELLs are pulled out by the ESL teacher during the 371/2 extended day every Wednesday and Thursday from 2:40 to 3:30. There is no targeted intervention program for ELL subgroup alone but there is a targeted intervention program for at-risk students, i.e. students including ELLs who scored level 1's and 2's. This is for both ELA and Math. In Math, the ELLs use Spanish workbooks to better understand mathematical concepts being taught. Academic Intervention Services (AIS) are provided in small groups during the 371/2 minutes, After-School and Saturday Academy. All students, except those who have opted out, attend the After-School Program and Extended Learning Time (ELT) sponsored by University Settlement. This program offers both academic and social support to students from K-5, everyday from 3:30 to 6:00, Monday through Friday. Professional Development is given to teachers who are providing intervention to children with limited English proficiency and at-risk students. Additional ELA and Math periods are provided to 5th graders including ELLs who scored level 1's and 2's by the Literacy and Math coaches during the day. ELLs who have speech difficulty are serviced by the Speech Teacher. Our Saturday Academy is set to begin in November.

The ESL teacher chooses Thematic Unit to teach the lessons in Science and Social Studies. Resource materials such as Scott Foresman ESL Sunshine Edition and the Into English are used to support content-area instruction. This program uses book on tapes, posters, workbooks and picture cards in different proficiency levels. These are language-rich materials with picture supports to make the content and language comprehensible. In Math, the ESL teacher uses different reference books and workbooks of Kaplan & Ladders to Success. Most of the time, she uses the internet to print Math worksheets to reinforce the lesson covered during the day. Math workbooks in Spanish are provided to ELLs in the testing grades; English-Spanish dictionaries and bilingual glossaries are used to help them find meaning of some unfamiliar vocabularies that are discussed and they've read in the text in either Science or Social Studies.

The ESL Program provides a nurturing environment to all ELLs to meet their needs. They are pulled out and serviced according to grades and proficiency levels, i.e. K-1 Beginners and Intermediate(B/I), 2-3 (B/I) and 4-5 (B/I), K-1 Advanced (A), 2-4(A) and 4-5 (A). These ELLs are offered the same quality academic instruction that native English speakers received in the classroom. This is because the ESL teacher aligns her instruction with the ELA and Math curriculum. The ELLs are allowed to use their native language with the teachers and peers in both academic and social setting so they could express themselves in their transition to developing English proficiency. ELLs are encouraged to borrow books to take home to read with the parents. They could access to bilingual dictionary, bilingual books and instructional charts to read and use while they are in the the ESL classroom. ELLs are afforded the same access and privilege that other students receive because curricular and extracurricular activities are always schoolwide. Invitation letters about any school activities or any type of written informations are sent home to all parents in all classes from PreK to 5th Grades.. These letters are always in English and Spanish so that parents of ELLs can understand and participate. There is no necessary programs and existing services that the school provides for ELLs that will be discontinued unless there is no more ELL student enrolled in school and all existing ELLs test out of NYSESLAT. The school makes sure that students who tested out of the NYSESLAT will continue receiving additional academic support from academic support staff (i.e. AIS, Resource Room, etc.) for two years. They will continue to have testing accommodations (i.e. extended time and a half and separate location) in a statewide ELA, Math and Science tests. As of this time, the school has not yet considered any new program for ELLs for the upcoming year

Various activities involving all parents include Families as Learning Partners/Guest Readers Day every 3rd Friday of the Month, PTA meetings every 4th Thursday of the month., Scholar Study Day (K-5th Grade) and Family Night every last Wednesday of the month, i.e. Family Basketball Night, Family Game Night, Family Math Nights, Family Science Nights, a Family SS Night, and Family ELA Night. These scheduled school community activities are all included in the School Academic Calendar. In addition, all parents including ELLs' parents are invited to participate in the school's Book Fair, Hispanic Heritage Month celebration and Black History Moth Museum Exhibit. Parent volunteers who speak Spanish work with Spanish speaking families.

Every year, the school holds a "Back to School" kick off activity, a week before the school year begins. The administration and staff

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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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)?

N/A

D. Professional Development and Support for School Staff

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

The ESL teacher attends staff development throughout the school year. She joins with other ESL teachers in a monthly ESL liaison meeting in order to be updated with the research-based strategies and current ESL related issues and information. The ESL teacher also attends professional learning opportunities sponsored for ESL teachers from Network 606 and PDs from the Office of ELLs and from the Brooklyn/Queens BETAC to learn new innovative ways and research-based ESL strategies.

The school provides professional development to school staff including assistant principals, guidance counselors, speech teacher, secretaries, parents' coordinator and all classroom teachers especially those with ELLs. These PD's are focused on Common Core Standards & Danielson's Framework, Technology, data-driven instruction and best practices. Most PDs and Lunch & Learns are school-based and usually provided by the ELA and Math coaches or by the school principal and assistant principal. Some PDs are provided by the network. ESL person/ESL specialist from the network provides PD's to classroom teachers to meet the minimum 7.5 hours of required ELL training. Records of agendas and attendance to the PDs are filed and kept in the Assistant Principal's PD binder in her office. The ESL teacher shares with classroom teachers ESL strategies they could use in the class for ELLs. This will give them some support in terms of differentiated activities they could use appropriate for the ELL's proficiency level in the classroom. The school distributes survey or questionnaires to staff to determine what professional developments they need in terms of best practices, data analysis, curriculum

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Weekly grade meetings are in place at YSADE. to support the teachers' instructional needs . The school ensures that 5th Grade teachers receive help from coaches in exposing their students to higher grade level lessons and higher expectations in terms of reading, writing and rubrics. Every year, 5th Grade classes go to field trips to different Middle Schools to let them see what are the expectations they need to meet when they graduate and enroll to a middle school. Inter-school visitation is scheduled for 4th and 5th grade classes, with or without ELLs. This will help the teachers gain some insights how other schools support and prepare the ELLs in their transition to middle school. The Guidance counselor has never received any PDs around ELLs. However, he supports 4th and 5th grade teachers in dealing with at-risk students and some ELLs who have a hard time adjusting to life away from families and to different environments. He helped these students in their social and emotional well-being especially in their transition to middle school.

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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

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

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

The classroom teachers use the ECLAS and Fountas and Pinnell running records to assess the early literacy of the students including ELLs. They assess the students on an on-going basis. The results shows the ELLs' different reading levels. In grades K-2, eight (8) ELLs read below level A, (1) is a level A reader, one level B, two level C, two level D and one level G. These data indicate a need for intense reading instruction for the ELLs. The ESL teacher collaborates with the classroom teachers for consistency of instruction and to ensure that

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.

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4						1			1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

Part VI: LAP Assurances

School Name: <u>Young Scholars Academy for Disc</u>		School DBN: <u>16K636</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Danika LaCroix	Principal		12/19/11
Robin Williams	Assistant Principal		12/19/11
Brett Glenn	Parent Coordinator		12/19/11
Fe Montarde	ESL Teacher		12/19/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Joyce Knights/Literacy	Coach		12/19/11
Jimelle Fraser/Math	Coach		12/19/11
Bryant Brown	Guidance Counselor		12/19/11
Petrina Palazzo	Network Leader		12/19/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 16K636 **School Name:** Young Scholars' Academy for Discover

Cluster: 6 **Network:** 606

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.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. We are using Microsoft Translator to convert all written English language documents into Spanish. Staff members and parent volunteers assist in the process of translation for written communication. Continue to implement translation at all meetings i.e. (PTA, Open House, and Curriculum Night). Translate all communications home to families. We are planning to post building signage in both English and Spanish. We are planning to provide translation software for each classroom teacher for routine communication with parents needing translation services. Report Cards are translated in Spanish

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

All oral interpretation services are provided by in-house school staff. When trying to contact parents that can not be reached by phone, the Parent Coordinator will make home visits. If this parent has been identified as having Spanish as his/her primary language, then the PC will be accompanied by a spanish speaking staff member. In-house bilingual staff members are always available to assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel Interpretation and translation are provided during PTA meetings and other group events attended by non-English speakers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will provide all oral interpretation services in-house by the school's bilingual staff. The in-house bilingual staff members are always available to assist non-English speaking.

