



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** YOUNG SCHOLARS ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11x289

**PRINCIPAL:** JEANETTE VARGAS EMAIL: [JVARGAS5@SCHOOLS.NYC.GOV](mailto:JVARGAS5@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** MS. ELIZABETH WHITE

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June 2012, ELA teachers will increase by a minimum of 3% the number of students at Level 3 and 4 in grades 6, 7 and 8 from 25.1% to 28.1%

### **Comprehensive needs assessment**

- NYS ELA assessments show a slow increase in the number of students in all categories attaining Level 3 and 4. SWD are showing the least amount of increase.
- Our school received a grade of C for two years in a row. On our Progress Report we are a school in Good Standing. However, according to Accountability Overview Report (AOR) our State/NCLB status is Improvement (year 1) Comprehensive. According to our AOR (Report card) the school failed to make AYP in English in the All students groups; Students with Disabilities, Hispanic, Economically Disadvantaged, and Black subgroups.
- Further Professional Development is needed for ELA teachers in Balanced Literacy, focus on Writing, guided reading, new CCLS, further development of ELA curriculum map, data analysis, develop grade specific assessments in ELA and develop intervention plans.

### **Instructional strategies/activities**

- Achieve 3000 (web based) reading program will be used in grades 6, 7 and in grade 8 both ICT and self-contained classes.
- Class programs will contain 10 periods of ELA per week.
- Identify Level 1 and Level 2 students
- Data Analysis – on going

### **Strategies to increase parental involvement**

- Provide Parent workshop on “Understanding the ELA State Exam”
- Provide Parent workshop on “Understanding School ELA Curriculum”
- Parent Coordinator will be trained to provide and manage ARIS Parent Link log in passwords and training/access for parents.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers in ELA Department are all HQT

### **Service and program coordination**

- Professional development from ARIS Learn, Teachscape PD library, network Instructional Coaches trainings, network Charlotte Danielson certification trainings, Central based trainings on periodic assessments, teacher inquiry teams, Professional Learning Communities

### **Budget and resources alignment**

- TLFSF will be used to keep teachers of ELA along with Title 1 funds.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By June 2012, our Mathematics teachers will increase the number of students in level 3 and 4 by 5% from 38% to 43% as demonstrated by the results on the May 2012 Mathematics state assessment.

### **Comprehensive needs assessment**

- Our school received a grade of C for two years in a row. On our Progress Report we are a school in Good Standing. However, according to our AOR –Report Card our school failed to make AYP in Mathematics in all students group: Students with Disabilities, Hispanic, Economically Disadvantaged, and Black subgroups. Though we have shown progress in Mathematics in attainable increments, we believe that we are still well behind the city and state.
- Mathematics department meets regularly by grade and Math coach works with individual groups. Our need is to continue developing appropriate grade task that correspond to CCLS, continue to correlate our math curriculum to the CCSS and to and to find ways to effectively respond to the necessary interventions.

### **Instructional strategies/activities**

- Provide 10 periods of mathematics per week
- Identify Level 1 and Level 2 students – Intervention Plans
- Data Analysis (on going)

### **Strategies to increase parental involvement**

- Provide Mathematics Workshops for parents – providing materials to help parents understand their children’s work
- Provide workshop for parents “Understanding NYS Mathematics Exam”

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All Mathematics teachers are considered HQT.

### **Service and program coordination**

- Teacher inquiry teams, PLCs, Professional development from ARIS Learn, Teachscape PD library, network Instructional Coaches trainings, network Charlotte Danielson certification trainings, teacher inquiry teams

### **Budget and resources alignment**

- TLFSF and Title 1 monies are used to support teachers and Math Coach

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2012, we will decrease the percentage of students stating that bullying occurs very often and often from an average of 27% by at least by 5% to fewer than 22%.

#### **Comprehensive needs assessment**

- Learning Environment Survey shows that students feel that bullying is a problem at our school. We received 6.2 point out of a possible 10 on the Safety and Respect portion of the survey. (Data from the 2010-2011 Learning Environment Survey shows that 23% of students responded that students bully other students “very often “ and 31% said “once in a while” )

#### **Instructional strategies/activities**

- Use of Guidance Counselor and Dean to develop and provide lessons on identifying bullies and responding to bullies.
- Train teachers on the identification of Bullies and actions that need to be taken

#### **Strategies to increase parental involvement**

- During PTA meetings / Parent Orientation inform parents on school stance on bullies.
- Provide Parent Workshops on various aspects of Bullying including cyber-bullying.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All Teachers are Highly Qualified

#### **Service and program coordination**

- Parent Coordinator will invite parents/guardians to participate in our “Cyber-bullying Workshop” and other related workshops on Bullying
- Guidance Counselor/Dean/Social Worker – will be trained

#### **Budget and resources alignment**

- TLFSF
- Title 1 SWP

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

- By June 2012 we Increase Parental Involvement by 50 % over previous year. This will represent an increase from 100 parents to 200.

### **Comprehensive needs assessment**

- According to attendance records at PA Meetings and various Parent centered activities, general attendance is very low with an average of approximately 5 – 10 parents per workshop. Parents are not showing up to Parent Teacher conferences as we would like. Parents also appear to be very passive when it comes to asking and keeping informed about child's grades.

### **Instructional strategies/activities**

- Hire Parent Coordinator
- Inform parents via School Messenger of upcoming workshops
- Use Jupiter Grades (snap grades) to inform parents of student grades, missing assignments, and messages directly to parents.

### **Strategies to increase parental involvement**

- Inform parents of Jupiter grades access via report card and mail parent letters
- Translations of school reports cards and messages
- Parent Coordinator will provide

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers being trained to use Jupiter grades

### **Service and program coordination**

- Parent Coordinator will provide training for Parents on the following items: Aris, Jupiter Grades, Parent Involvement Plan, and School Messenger.

### **Budget and resources alignment**

- TLFSF
- Title 1 SWP

**ANNUAL GOAL #5 AND ACTION PLAN**

**Annual Goal #5**

- By June 2012, ELL teacher will work along with all subject teachers to move the number of ELLS attaining Proficient levels in NYSESLAT Reading and Writing from 5 in advanced levels to a at least 5 students to Proficiency Level in Writing/Reading portion of NYSESLAT. This constitutes 100% of students currently in Advanced to move to Proficient.

**Comprehensive needs assessment**

- NYSESLAT data shows that we have approximately 5 students at advanced levels that need additional assistance in writing to be able to get a Proficient Level. The NYSESLAT also shows that we have

**Instructional strategies/activities**

- ESL along with ELA teachers will focus on ELLs writing in order to strengthen skills.
- Provide Professional Development to all Teachers on the effective ways to teach ELLs

**Strategies to increase parental involvement**

- Provide workshop for ELL's parents explaining choices and explaining educational program
- Provide parents periodic updates of their child's progress

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Current ESL teacher is HQ.

**Service and program coordination**

- School will work with the ELL liaison on the network team for additional guidance and professional development opportunities from Central regarding ELLs
- School ELL teacher will provide professional development to classroom teachers

**Budget and resources alignment**

- TLFSF
- Title 1 SWP
- .

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	53	45	0	0	8			
<b>7</b>	66	56	15	10	5			
<b>8</b>	104	90	50	27	11			
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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 (small group)	Achieve 3000 – During Day Read 180 – During Day
Mathematics (small group)	In class intervention After-school (funding permitting) Saturday Program (funding permitting)
Science	In class small group intervention Learning Lab After-school (funding permitting)
Social Studies	In class small group intervention Learning Lab After-school program (funding permitting)
At-risk Services provided by the Guidance Counselor (Small Group)	During day program
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

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## **YOUNG SCHOLARS ACADEMY PARENT INVOLVEMENT POLICY**

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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. The school will maintain this information.

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;

- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***YOUNG SCHOLARS ACADEMY SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- Attend school regularly and arrive on time;
- Complete my 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 11x289      **School Name:** Young Scholars Academy

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused         Comprehensive

**Intervention:**     School Quality Review (SQR)                     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)             Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

English Language Arts: All SWD, Hispanics and Economically disadvantage did not make adequate yearly progress

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We wish to offer students Saturday tutorial program. Using Kaplan On-Line K-8 software for reading and mathematics that targets problem areas at student level.

In addition to the above, we need to continue to revamp our ELA curriculum map to include/target students with disabilities.

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### **Part B: For Title I SINI Schools Only**

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

**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 <b>Jose Ruiz/Rudy Rupnarain</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>289</b>
School Name <b>Young Scholars Academy</b>			

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

Principal <b>Jeanette Vargas</b>	Assistant Principal <b>Robert Riz/Sharon Montes</b>
Coach <b>Bernice Kravetsky</b>	Coach <b>type here</b>
ESL Teacher <b>Marie Dawes-Smith</b>	Guidance Counselor <b>Barbara Skokos</b>
Teacher/Subject Area <b>Isa Almonte</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Karen Drakeford</b>	Other <b>type here</b>
Network Leader <b>Rudy Rupnarain</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>355</b>	Total Number of ELLs	<b>27</b>	ELLs as share of total student population (%)	<b>7.61%</b>
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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. 

1. The Home Language Survey is given and reviewed by ESL Teacher for all new students. An informal interview is conducted, parents needing translation, receive same by in house staff (ESL teacher, Bilingual Teacher, Foreign Language Teacher). The LAB-R is administered to newly admitted students both orally and written within 10 schools of their admittance. (Spanish Lab is administered to Spanish speaking Ells. Through ESL services and its instructional efforts, we plan to prepare students for their annual New York State English as a Second Language Achievement Test (NYSESLAT). The structures that we have in place are evaluated annually, and have proven to move students to the next NYSESLAT level or to English language proficiency.
2. At the beginning of the year, a survey and letter is sent to parents, informing them of our Freestanding ESL program by our ESL teacher. Letters are translated in various languages (based on HLIS). We conduct a workshop for parents led by our ESL teacher, (translator available) to also infor parents of their choices. Based on the varied languages represented by our ELLs, and the small population representing each language, we do not offer Transitional Bilingual or a Dual Language program. Parents were also informed of this through letter correspondence.
3. Our ESL teacher monitors and ensures that all documents are returned to our school, we follow up with phone calls if necessary to the child's home. Additional letter correspondence is also practiced. All records are maintained by ESL teacher and report is submitted to Principal with regular updates.
4. In an effort to provide parents with every possible opportunity for their choice of program, we translate all correspondence and we request translating services. Correspondence is both given to students to take home and we mail a copy home. If we are unable to find a translator or to communicate with the parents ourselves in their home language, students are asked to communicate on behalf of their teachers. We have established a solid foundation of trust with both parents and students that allow us to trust that this information is being disseminated accurately. Parents are well-aware that a Transitional Bilingual and a Dual Language program are not offered at our school. We do provide parents with information about other schools in the area that do offer those services.
5. During the past couple of years, we have had a larger ESL population (averaging approximately 25 students per year). LAsT year we had one parent who wanted child in a full bilingual program which left 96% of our ESL population choosing a free standing ESL program. This year100% of parents requested a Freestanding ESL program for their children. It seems most parents desire that their children be exposed to and totally immersed in the English language as much as possible.
6. Yes, the program models offered at our school are aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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 <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	2	2					6
<b>Push-In</b>							0	1	1					7
<b>Total</b>	0	0	0	0	0	0	7	3	3	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	5
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	6

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	12	0	0	9	3		6	0	0	27
Total	12	0	0	9	3	0	6	0	0	27

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

### C. Home Language Breakdown and ELL Programs

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

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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	5	9					17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	1					2
French							1		1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	4	1					6
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

### Instructional Delivery

- 1a. The organizational model consists of a pull-out program based on grade level.
- 1b. The program models heterogeneous blocks
- 2a. One teacher is providing ESL services for grade 6 - 8 ELLs. ESL teacher meet with ELL students five days a week for 45-minute blocks. 2b. Mandated number of minutes are being met (360 beginners, 360 intermediate and 180 minutes fo advanced). Program is scheduled by ESL teacher and reviewed by Principal.
3. ESL services are provided in English. Pictures are used to support understanding for our beginner learners. Students are expected to record their understandings in a learning log at the end of each block. Learning logs are evaluated to assess for understanding. Discussions about what was learned as well as misconceptions identified through the learning log are addressed in the next day's lesson.
4. We look at Home Language survey along with short interview we make decision as to language student is to be evaluated.
- 5a. The parents of SIFE students are contacted by phone weekly. Lessons are documented to ensure that when the student does return to school, he or she will be able to complete projects, assignments and activities that were completed while he or she was out. Assessments were conducted to determine the child's English language proficiency, and the appropriate level of instruction.
- 5b. Assessments were conducted to determine the appropriate level of instruction for each of our ELLs. In conjunction with the regularly scheduled ELA, Math, Social Studies and Science curriculums, the students are engaged in ESL activities that are reflective of their level of proficiency with additional supports and/or challenges.
- 5c. Data suggests that our ELLs receiving service 5 to 6 years have greatest difficulty with writing (as compared to reading, speaking and listening). This concern has been communicated to parents as well as teachers. Students are required to record understandings in a learning log as a daily assignment to engage them in continuous, repetitive, and predictable writing. Students share their responses with classmates and discussions are conducted based on student writing.
- 5d. Specific strengths and deficiencies of long-term ELLs have been identified. Embedded within lessons and specific activities, during regularly scheduled ESL classes, address the strengths and challenges of our long-term ELLs. The students are also aware of what they do well and what they need help with.
6. Special needs ELLs are heterogeneously grouped with grade level peers. They receive extra assistance from the ESL teacher as well as from classmates, who have more experience with the English language and who exhibit proficiency in engaging with ESL lessons and

## A. Programming and Scheduling Information

activities.

7. Every effort is made to review all programs that impact Ell-Swd. The least amount of impact is reviewed in order to make sure students receive necessary services.

### 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				
Social Studies:				
Math:				
Science:				

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

## 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?

8. Targeted intervention programs include READ 180 for 6th, 7th and 8th grade ELLs. READ 180 is offered in English.
9. Our plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to identify students' strengths/challenges, design instruction based on those strengths/ challenges, implement the instruction and evaluate its effectiveness. Students are also aware of their strengths and challenges, which helps to support metacognitive thinking about the assignments being completed. Students are given extra time as required by law and scheduled accordingly.
10. The new programs or improvements that will be considered for the upcoming school year are the implementation of Achieve 3000, creation of an ESL department specifically focusing on the needs of our growing ELL population, and collaboration of content area teachers with ESL teachers to established streamlined lessons to support student understanding and ultimate achievement.
11. No programs will be discontinued, but the current ESL structure will be evaluated to ensure that the program is fully supporting all ELLs.
12. All extracurricular activities are offered to our ELLs (ie. Art Club, Performing Arts, Chorus, Track, Chess, Book Club and Colored Petals. Our ELLs are not segregated from the general student population.
- 12b. Students are offered after-school program and Saturday program
13. The instructional materials that are used are computers, laptops, READ 180 software, guided reading books, picture dictionaries and teacher created materials.
14. Although English is the only language used in our ESL program, we support Bilingual and Multicultural Education through the celebration of diversity and cultures. These theoretical frameworks are our focus when creating our lessons. Peered with students' strengths and challenges, we are able to provide ESL services that support all ELLs.
15. Yes, required services support and resources correspond to ELLs' age and grade levels.
16. At the beginning of the school year, we hold a welcome event for parents of newly enrolled ELL students. The plan for ESL instruction is discussed at this event.
17. Spanish is offered as an elective.

## C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

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

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

### E. Parental Involvement

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	6	5					11
Intermediate(I)							2	0	4					6
Advanced (A)							3	5	2					10
Total	0	0	0	0	0	0	5	11	11	0	0	0	0	27

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		3						4
7		3							3
8	1	1							2
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		2						3
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. The assessment tool we use to assess the early literacy skills of our ELLs is Fountas and Pinnell along with Achieve 3000. The insights that the data presents about our ELLs are that like many of their grade level counterparts, they are able to respond to literal

## 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</u>		School DBN: <u>11x289</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanette Vargas	Principal		12/1/11
Robert Ruiz	Assistant Principal		12/1/11
	Parent Coordinator		1/1/01
Marie Dawes	ESL Teacher		12/1/11
	Parent		1/1/01
Isa Almonte	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Barbara Skokos	Guidance Counselor		12/1/11
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**School Name: Young Scholars Academy**

**School DBN: 11x289**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **11X289** School Name: **Young Scholars Academy**

Cluster: **6** Network: **608**

**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**

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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.

Our school population comprises of 5.35% of English Language Learners(27 ELL students). The majority of the parents are spanish speakers. Two of the families speak French and one family is Arabic speaker. However, most of the translations needed require a Spanish speaker.Young Scholars Academy uses information for Home Language Surveys along with a survey sent home for parents to fill out on preferred language of communication. Furthermore, in order to assess our school's written and oral interpation we assure that after the students are administered the LAB-R and are classified as Language Learners, we invite the parents in and show them the parent orientation video while also giving them the parent choice survey. During this time we also give parents another survey created by the ESL teacher asking parents what school based and outside language acitivites are needed for them to successfully be involved in their children's education. During this time we also evaluate the language needs of the parents and work as a team to accommodate those needs. ESL teacher has an open discussion with other teachers about ways to help parents of Language Learners, help their children.

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.

Although our primary language is Spanish we still need translation services for the families who speak French and Arabic. Communications sent home are translated from English to Spanish all the time but we also need to translate the documents for the families who speak the other two languages.

## Part B: Strategies and Activities

---

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

Translation services will be provided by both school staff and or outside vendor. To ensure that we provide the service in a timely fashion we will contact the DOE's Translation Unit and send them the documents needing to be translated. Once the documents are translated we will distribute the translated documents to parents.

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

Oral translation services will be provided by both school staff and or outside vendor. We have 5 teachers who are fluent in spanish, one teacher and school aide fluent in french. In order to adress the language needs of the parents who speak Arabic, we will contact the DOE's Translation Unit and require translation services.

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

School will determine within (30) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, assistance will be offered in order to communicate effectively with the school. Parents will be advised that they may choose to rely on an adult friend/companion or relative for language and interpretation services and if such not available school will provide translation services. Copy of Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services will be given to parents in their language if available.