



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: YOUNG SCHOLARS' ACADEMY FOR DISCOVERY AND EXCELLENCE (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	
Elisha Carlos	*UFT Chapter Leader or Designee	
Meesha Seelal	*PA/PTA President or Designated Co-President	
Grenella Jones	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	
Taron Pollard	Member/Parent	
Sonia Khadu	Member/Parent	
Nichole Wright	Member/Parent	
Moshammet Rhodd	Member/Parent	
Melisa Wise	Member/Teacher	
Kay McCartney	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

Comprehensive Needs Assessment

The Young Scholars' Academy for Discovery and Exploration's (YSADE) began its fourth year of operation in September, 2012. YSADE conducted a needs assessment in December 2012 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 is: 2011-12 NYSTART Aggregate Reports for ELA and Mathematics, November 2012 Fountas & Pinnell Reading Levels, 2011-12 NYCDOE Progress Report/Learning Environment Survey, and ATS Register & Exam Report data.

School Wide Findings

The small size of Young Scholars Academy for Discovery and Exploration (194 students) provides an opportunity for staff to know students and families on an individual basis. The staff is able to assess academic and social needs for each student more efficiently and thoroughly than could be done in a larger school. Demographically, YSADEs student population is 59 % Black, 37% Latino, 2% Asian, and 2% White. Eleven (11) % of our students have IEPs, 11% are Students in Temporary Housing, and 8% are ELLs.

YSADE 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. 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.

Administrators and teachers use quantitative data to drive instructional practices. Teachers are supported by professional development to acquire or apply a variety of strategies to implement the Common Core Learning Standards and improve their pedagogy. A partnership with NYC-University Settlement has allowed YSADE to establish an effective Extended Learning Time (ELT) program that services students until 6pm. On Wednesdays & Thursdays, ELT has an academic focus on problem solving and literacy instruction. There is also a Saturday Academy to provide extra support for students in literacy and math.

One of YSADEs major challenges is finding more effective ways to service students who live in Temporary Housing (STH). Our school is within the zone of 10 shelters and our STHs currently make up 11% of our student population. Our ability to serve STH students is hampered consistently by the unpredictable time frame that they are enrolled in and/or discharged from 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 November 2012 Fountas & Pinnell Class Profiles of Reading Levels showed that 79% of Kindergarten students, 65 % of 1st Grade students, 100% of 2nd Grade students, and 81% of 3rd Grade students were on grade level or above. The 2011-12 Progress Report shows a score of 41.8 out of 60 for Student Progress and 17.7 out of 25 for Student Performance.

Our 2011-12 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)	17% (4 students)	25% (6 students)	58% (14 students)
Grade 4 (current 5 th)	9% (2 students)	30% (7 students)	61% (14 students)
Grade 5	19% (6 students)	55% (17 students)	26% (8 students)

Among our Students with Disabilities, 0% scored Level 3 or above in Grade 3; 33% in Grade 4; and 17% in Grade 5. Of our four English Language Learners, one student tested at Level 1, two students tested at Level 2, and one student tested at Level 3.

Our 2011-12 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)	4% (1 student)	33% (8 students)	63% (16 students)
Grade 4 (current 5 th)	9% (2 students)	13% (3 students)	78% (18 students)
Grade 5	13% (4 students)	45% (14 students)	42% (13 students)

Among our Students with Disabilities, 33% scored Level 3 or above in Grade 3; 0% in Grade 4; and 42% in Grade 5. With our four English Language Learners, one student scored a Level 2, two scored a Level 3 and one scored a Level 4.

Weekly grade meetings are in place at YSADE. Teachers use data collection results to create differentiated instruction and provide services to meet students' needs. Students needing academic intervention are identified and their needs are addressed accordingly. Grade teams create curriculum maps based on the Common Core Learning Standards, professional development, and students' academic needs.

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 have been updated to reflect the new standards.

Our Junior Great Books program is in place to enhance students' critical thinking and literacy skills. We are continuing our Million Page Challenge (MPC) this year. The purpose of MPC is 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. We have implemented the "Strive for Twenty-Five" accountability system for students to monitor their progress in the MPC. The Assistant Principal manages the record keeping weekly in a public space and students keep logs of their individual progress.

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. Leveled Literacy is an intervention for "Double Dose" students. These students are benchmarked at Level 1 or 2 and receive the intervention during literacy instructional time twice per week.

In math, Grade 3-5 teachers administer unit pre and post tests from Everyday Math to assess student progress. 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 continue to use Exemplars, a differentiated mathematics program that emphasizes problem solving in Grades K-5.

AIS support is provided in literacy, mathematics, and social studies. 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. On Wednesdays and Thursdays, the 37.5 minutes are used to deliver services to for students identified as at-risk.

Special Education

Approximately 11% of our students have IEPs. YSADE has 11 Special Education students in a 12:1:1 class in grades 3, 4 and 5. SETSS students are serviced by a full-time Special Education Teacher. The Special Education Teacher collaborates with General Education classroom teachers to plan lessons, monitor IEP goals, and use data to increase academic progress for SETSS students. During a 50 minute block twice a week, the Special Education pushes in for 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 3:15 to 6pm. Within this program students receive targeted academic instruction in ELA and Math for 90 minutes twice a week. 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 are continuing our "Double Dose" intervention, a pull out model for Guided Reading. Students who receive "Double Dose" are 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 are consulted as to which students they observe that could benefit from additional instruction in ELA. The "Double Dose" model has also been implemented for Math this year. Acuity data & Exemplars are the tools used for math interventions.

Attendance for Special Education students is improving at the Saturday Academy. For Special Education students that are bussed in during the week, transportation is a challenge on Saturday.

This year we were able to provide Metrocards for families to facilitate Saturday participation. 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, a concern still remains about the slower rate of academic progress of many Special Education students as compared to the General Education population especially with the upper grades.

English Language Learners

Currently we have 15 ELL students that make up approximately 8% of our student population. They are serviced by our ESL teacher in a freestanding Pull-Out program. The ESL teacher is also pushing into a 1-2 bridge class that has a high number ELLs. She and the classroom teacher collaborate on lesson planning and teaching. We continue to assess our program so we can continue meet the language acquisition needs of these students.

In addition to direct services, the ESL teacher is providing in-house professional development to classroom teachers of ELL students. Some services the ESL teacher provides are: lesson planning support, strategies to support English Language acquisition for ELLs, and class tactics for ELL. 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 professional development based on a comprehensive needs assessment and student performance data. 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.

Currently, we have Literacy and Math Coaches to provide job embedded professional development. The Literacy and Math Coaches use half their schedules to provide professional development and the other teaching Common Core subjects to the 4th grade using a collaborative teaching model. Their major focus is on supporting teachers with the implementation of the Common Core Learning Standards, Citywide Instructional Expectations, and use of data to drive instruction. Monthly professional development sessions are based on feedback from teachers about their needs, CCLS, and student performance trends. The development is provided through Lunch & Learns, grade meetings, in-class demonstrations, and professional development half-days. Targeted support is in place for our inexperienced teacher and for the 5th Grade where we see a downward trend in student achievement.

CFN 606 staff members provide regular support and professional development in all subject areas, special education, ESL training, collaborative inquiry and leadership development. This is done in house and off site. All teachers assess student work according to the Common Core Learning Standards. 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. The ESL teacher is sharing ESL strategies with classroom teachers to enhance support for ELLs academic achievement.

We use a combination of delivery methods to provide professional development for our teachers. Lunch and Learns are offered to teachers by the Literacy and Math Coaches twice a month. Teacher team, grade and faculty meetings are used in part to support professional development initiatives. Teachers who attend external professional development sessions are responsible for developing expertise on the topic and turnkeying information to colleagues.

The Pre K teacher attends mandated Universal Pre K professional development given by the city and Lunch and Learns. K- 2 teachers have been trained on administering Early Childhood Math Assessment, which they use as data points to drive instruction. They continue to receive ongoing training in the FUNdations phonics/word study program & Junior Great Books to support literacy instruction.

Grade 3-5 teachers 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. Half days are used to do grade level data analysis to plan for instruction and initiate any necessary course corrections.

Parent Involvement

Many parents at YSADE grew up in the Bedford-Stuyvesant 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 major inroads with parent involvement and engagement because of the outreach efforts led by our Parent Coordinator and schoolwide initiatives to change the culture of the building. Our 2011-12 Learning Environment Survey indicates an increase in the number of parents that are very satisfied or satisfied with the education their children received, opportunities to be involved in their child's education and the effectiveness of communication the school has with them. Our 2011-12 Progress Report affirms these results with a score of 12.2 out of 15 in the School Environment section. The results indicate high levels of agreement that the YSADE is considered to have high expectations for students, is a safe & respectful institution, and communication with parents is valued.

In September, we held our 4th Annual Kick-Off Celebration in the schoolyard. The entire community is invited to participate in activities – barbeque, face painting, sports, and relay races – to generate excitement and motivation for the upcoming school year. This year we were able to provide all students with a backpack with school supplies donated by The High Water Women Foundation in conjunction with The After School Corporation (TASC).

We will continue the following parental involvement activities: Family Basketball Night, Family Fun Nights (family activities to promote Literacy and Math achievement), Guest Reader (inviting parents/community to participate in classrooms), 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), a 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.

Our Parents Association is very active and continues to work with school staff to improve YSADE. The PA has revamped the agendas of their monthly meetings to increase parent participation. In response to feedback from parents topics such as CPR, Zumba, and Parenting Tips, have been offered with success. The PA also initiated a signed contract with parents to attend a minimum of two PA meetings during the school year to increase parent involvement. We continue to use our Town Hall meetings as a method to involve parent in school decisions. The School Leadership Team is the primary method for parents to be involved in the school decision making process.

YSADE has a very high transition population due to admissions from 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). At this time we are seeking to strengthen our relationship with the shelters so that we can provide the most effective support possible for our families.

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 in to service our school building. It is staffed with a part time Social Worker, part time Psychologist and a full time Therapist.

The Scholar Study Team (SST) was established in 2010 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, teachers describe the issues and steps they've taken to address them. The SST then agrees upon an action to target the areas of concern & monitors the student's progress. We have also integrated our Response to Intervention (RTI) with the SST in connection to the referral process. As of this school year, the SST aids in tiered levels of intervention. Therefore, there must be evidence of an RTI before students are referred for Special Education.

We have a full time Guidance counselor. Every year, fifth grade classes go on field trips to 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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June, 2013 all teachers will have begun or deepened the integration of the Common Core Learning Standards into their lesson planning and instruction as evidenced by administrative observations and professional development activities.

Comprehensive needs assessment

- See pages 4-5

Instructional strategies/activities

- a) Establishment of the CCLS Team that examines task requirements and monitors student work for alignment with the CCLS, Meetings take place every Tuesday and the two Common Core Fellows turnkey information from DOE session on CCLS and task alignment. Student work is submitted and assessed for alignment and areas of improvement.
- b) Providing teachers with professional development through a variety of methods and people in the knowledge and implementation of the CCLS.
- c) Curriculum unit and maps will be examined and adjusted to align with the CCLS three times per year formally and revised as needed based on new information.
- d) Learning Walkthroughs and feedback to teachers for instructional improvement will be aligned with CCLS as applicable.

Strategies to increase parental involvement

- Parents are being informed of curricular changes and provided information about strategies to support their children's ability to meet performance goals through the PA, Town Hall meetings, and Family Fun Nights.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

Administrators will conduct six formal observations for each teacher using the Danielson Framework and provide actionable feedback on applicable competencies. The Literacy and Math Coaches will provide job embedded professional development for teachers. Monthly professional development sessions are based on feedback from teachers about their needs, CCLS, and student performance trends. The development is provided through Lunch & Learns, grade meetings, in-class demonstrations, and professional development half-days. Targeted support is in place for our inexperienced teacher and for the 5th Grade where we see a downward trend in student achievement.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2013, students in Kindergarten-5th grade will demonstrate mastery of the mathematics Common Core Learning Standards as evidenced by a 5% increase of students scoring 3 or 4 on the NYS Mathematics assessments (upper grades) and grade level on ECAM (early childhood).

Comprehensive needs assessment

- See page 4-7

Instructional strategies/activities

- a) Mathematics coach will work with teachers to identify students that need additional support in acquiring mastery of mathematics standards. After identification, Math coach will customize interventions based on feedback from work with groups of identified students & provide demonstration lessons/pd to teachers to support the students' learning. Teachers track student progress in data binders. Analysis is done by teachers, coach and/or administrators on data days and one-to-one conferences to monitor practices & progress. If needed, course correction is prescribed.
- b) Teachers will use individualized data points to differentiate instructional strategies and align lessons with the Common Core Learning Standards.
- c) Students benchmarked at Level 1&2 are provided with Academic Intervention Services using Exemplars to address mathematics deficiencies.
- d) Targeted interventions for general and special education students in upper grades where Mathematics data indicates a decline in student performance.

Strategies to increase parental involvement

- Parent Coordinator continues outreach visits, working with shelter administrations, and providing events that support parents obtaining resources and knowledge in order to support student achievement.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

The Literacy and Math Coaches provide job embedded professional development for teachers. Monthly professional development sessions are based on feedback from teachers about their needs, CCLS, and student performance trends. The development is provided through Lunch & Learns, grade meetings, in-class demonstrations, and professional development half-days. Individualized data will used to identify math competencies that need emphasis. Targeted support is in place for our inexperienced teacher and for the 5th Grade where we see a downward trend in student achievement.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2013, students in Kindergarten-5th grade will improve their ability to write expository and argumentative text in alignment with the Common Core Standards as evidenced by a 5% increase in students attaining Level 3 or 4 on the NYS English Language Arts assessment or grade level (upper grades) on Fountas & Pinnell assessments (early childhood).

Comprehensive needs assessment

- Page 4-7

Instructional strategies/activities

- a) Literacy coach will work with teachers to identify students that need additional support in acquiring mastery of literacy standards. After identification, Literacy coach will customize interventions based on feedback from work with groups of identified students & provide demonstration lessons/pd to teachers to support the students' learning. Teachers track student progress in data binders. Analysis is done by teachers, coach and/or administrators on data days and one-to-one conferences to monitor practices & progress. If needed, course correction is prescribed.
- b) Students benchmarked at Level 1&2 are provided with Academic Intervention Services using Leveled Literacy Intervention to address deficiencies.
- c) Targeted interventions for general and special education students in upper grades where ELA data indicates a decline in student performance.
- d) Junior Great Books will be implemented from Kindergarten-5th grade to strengthen inquiry, questioning, and discussion skills. Writing will be tied to these discussions.
- e) Non-fiction texts will be used across all subjects in order for students to develop the skills and stamina to interact with expository writing.

Strategies to increase parental involvement

- Parent Coordinator continues outreach visits, working with shelter administrations, and providing events that support parents obtaining resources and knowledge in order to support student achievement.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

The Literacy and Math Coaches provide job embedded professional development for teachers. Monthly professional development sessions are based on feedback from teachers about their needs, CCLS, and student performance trends. The development is provided through Lunch & Learns, grade meetings, in-class demonstrations, and professional development half-days. Individualized data will be used to identify math competencies that need emphasis. Targeted support is in place for our inexperienced teacher and for the 5th Grade where we see a downward trend in student achievement.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June, 2013, based on our Learning Environment Survey data and parent feedback. we will increase parent involvement in schoolwide activities to a 70% participation rate as evidenced by sign in sheets and meeting minutes.

Comprehensive needs assessment

- Page 8-9

Instructional strategies/activities

- a) Annual Kick Off event every September to encourage family participation for the upcoming school year.
- b) Parent Newsletter and Monthly Calendar are provided to keep parents informed of activities, event, and strategies to support their children's learning.
- c) Parent Workshops hosted and led by Parent Coordinator and Parent Association
- d) Parent Coordinator provides parents with external resources to support family needs with an extra focus on STH & high needs families.
- e) Integrating parent concerns into the SLT meetings
- f) Our Parent Coordinator maintains copies of event attendance sheets and meets with parent leaders on a monthly basis to discuss progress around and strategies to increase parent engagement

Strategies to increase parental involvement

Our Parent Coordinator is responsible for implementation and monitoring of schoolwide parent initiatives. Parents Association is very active and continues to work with school staff to improve YSADE. The PA initiated a signed contract with parents to attend a minimum of two PA meetings during the school year to increase parent involvement. We continue to use our Town Hall meetings as a method to involve parent in school decisions. The School Leadership Team is the primary method for parents to be involved in the school decision making process. Translation services will be available for parent-teacher and schoolwide meetings. School calendars will also be translated for non-English speaking parents.

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

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. At this time we are seeking to strengthen our relationship with the shelters so that we can provide the most effective support possible for our STH families. "Families as Learning Partners" is held the last Friday of each month. This program that welcomes parents to participate in classroom teaching and learning. Parents are also invited to informal "coffee chats" with the principal on that day. Town hall meetings, SLT, parent workshops, Phone Messenger are all strategies to increase parent participation



ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Double Dose – Leveled Literacy Intervention Guided Reading is provided to children in 1 – 5 th grade FUNdations is provided for our K-2 nd grade students.	Small group Whole group and Small group settings	During the school day, 37.5 minutes, Extended Learning Time
Mathematics	Double Dose – Exemplars We incorporate additional Everyday Math components to our students during small group instruction.	Small group	During the school day, Extended Learning Time A concentrated focus is on mathematics twice per week and each classroom teaches the subject in the morning.
Science	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.	Small group	During the school day
Social Studies	Fourth grade students will receive push-in services once per week during Social Studies or ELA in the content area instruction.	Small group	During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>On site Mental Health Clinic provides services to at-risk students. A Boys Group is run by the guidance counselor for targeted students. A Girls Group is run by the Assistant Principal.</p>	<p>One-to-one, Small group, As needed</p>	<p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The nurse conducts the Open Airways Program twice a year to educate severely asthmatic students in ways to help control their asthma and live active lifestyles.</p>	<p>Small group</p>	<p>Takes place once in the Fall and once in the Spring during the school day.</p>

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

100% of YSADE teachers have Highly Qualified status. We have instituted a number of strategies in order to retain our staff. From its establishment, YSADE administrators have created and maintained a culture of inclusion, respect, & familial relationships. This environment provides teachers with open communication and appreciation. We encourage teachers and staff to use their strengths and interests to support extracurricular activities and innovation in their teaching.

Four teachers are in the DOE Teacher Leadership Program and seven teachers have their SBL or are pursuing it. In addition, we provide internal and external professional development opportunities based on student data and teacher interest. Teachers who attended workshops will lead turnkey professional development on the topic. Teachers also lead weekly team meetings so that monitoring of student work and teacher input is part of developing instructional plans. Finally, every teacher has been assigned to participate in a network sponsored workshop series. Teachers are assigned based on an area of expertise that has been identified for development.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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.

**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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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										
	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	18			0			0			18
Total	18	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

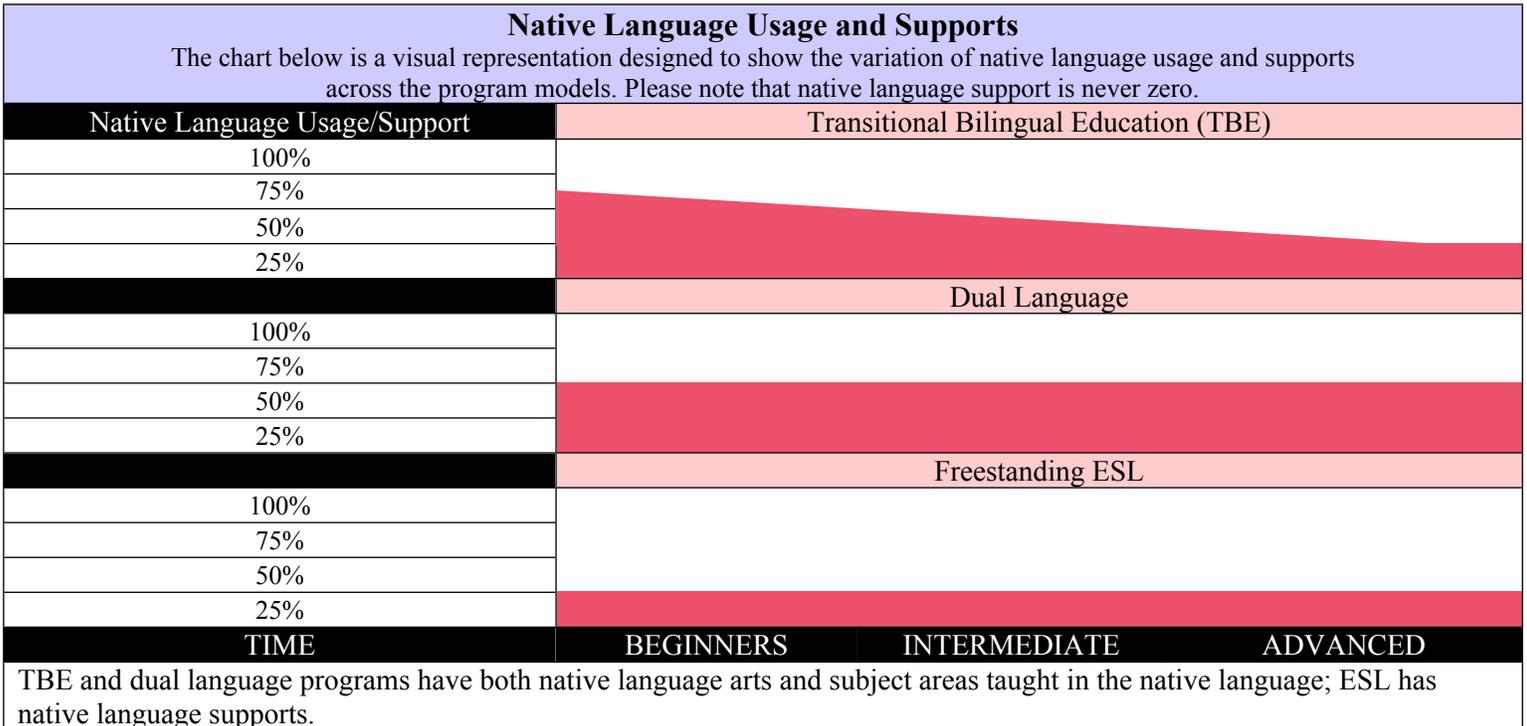
Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A
Social Studies:	N/A
Math:	N/A

Class/Content Area	Language(s) of Instruction

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 welcome the students and families to the school. Parents, staff and students talk about the upcoming activities for the school year with music and food served. Teachers who speak Spanish were assigned to assist the Spanish speaking families during the activity. On the first day of school, all new incoming students including ELLs are gathered in the school yard. All teachers and staff assist in the transition of the first day. Each classroom teacher has a designated spot with the name of the class on a placard, while all out of classroom teachers assist the parents in finding what class the child belongs.

C. Schools with Dual Language Programs

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

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 standards and instruction. PD Calendar dates for current school year are as follows: Sept. 1; Oct. 6,13,26; Nov. 1,6,10,18,22 7 30; Dec. 6,12,19,20; Jan. 5,9,10,12,17 ,19,23,24,26,31; Feb. 1,2,9,13,16,17,28; Mar. 1,6,8,12,20,22; Apr. 30; May 11,16,22; June 8.

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.

E. Parental Involvement

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

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

There is no other agencies or community based organizations that provide workshops or services to ELL parents except the ones provided by the Department of Education Office of English Language Learners. Parents' need are evaluated through questionnaires and survey aside from the Learning Environment Survey that the DOE provides. The survey will determine what do parent's need which will be discussed during the workshops and meetings. They could volunteer as learning partners or attend the scheduled Parents' Workshop. The parent coordinator evaluates the parent's needs during one-on-one conversation, phone calls and even listening to parents' concerns as they come into the school office. During the Curriculum Night, these parents are informed of the state standards, assessments, school expectations and general program requirements in class and ESL program. They are provided with the opportunity to participate in academic and social activities as well as in decision making through sports and social activities such as "Family Basketball Nights" and "Families as Learning Partners", etc. as mentioned in Part B. During Families as Learning Partners Day, parents or friends come to a classroom and read a book of their choice and interest to the class. This is done every 3rd Friday of the month. These parental activities provide the parents with more concrete information about their child.

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)	3		1		1									5
Intermediate(I)	2	3	1	1	1	1								9
Advanced (A)		3												3
Total	5	6	2	1	2	1	0	0	0	0	0	0	0	17

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							

NYSESLAT Modality Analysis

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

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:
 - 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?

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 these students will meet the learning standards and read on grade level. She delivers reading instruction with emphasis on alphabet recognition and phonics using the Hampton Brown set of materials that include alphabet cards with pictures and books on tapes. Through music a letter of the alphabet is emphasized with a corresponding Big Book. This enables the ELLs to associate the sound with the letter and pictures. The ESL teacher uses technology through Starfall.com and Rosetta Stone to reinforce the language and alphabet that is taught during the day.

The LAB-R is the basic assessment tool used for ELLs to determine their English proficiency level. This year's LAB-R showed that most Kindergarten students are at an intermediate level. However, the new arrivals are beginners. Therefore, instruction should focused on language development and vocabulary for upper grades. Kindergarten and first grade lessons should focus on alphabet recognition, sight words and phonics. In as much as the school has low ELL population, there is no ELL Periodic Assessment administered to these ELLs. However, during the year, the ESL teacher uses authentic assessment such as Daily Observation, Performance Assessment, and Class Portfolio. In May, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to measure their progress. The NYSESLAT results indicate that the proficiency level of most students move up in all modalities of listening, speaking, reading and writing during the first two years. During the third year, however, results showed that their performance move down which implies that the ESL teacher needs to teach students how to increase their stamina to endure more rigorous yet engaging instruction in reading and writing. The ESL teacher's focus is on teaching phonics, guided reading and use of Bloom's Taxonomy's art of questioning to develop thinking skills. Echoing, choral reading, Read-alouds and books on tapes are used as listening and speaking activities. These assessment results overall, determine what skill each child needs to grow that drives the teacher's instructional decision. The success of the school's program for ELLs are measured in the achievement of the targeted goals in terms of the parents' active response and participation in school, improved basic skills and English language proficiency of ELLs.

Additional Information

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

School Name: Young ScholarsAcademy for Disc

School DBN: 16K636

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.

