



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: YOUNG SCHOLARS ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X289

PRINCIPAL: JEANETTE VARGAS

EMAIL: JVARGAS5@SCHOOLS.NYC.GOV

SUPERINTENDENT: **ELIZABETH A. WHITE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Ms. Jeanette Vargas	*Principal or Designee	
Mr. Pellumb Cela	*UFT Chapter Leader or Designee	
Mr. Jason Perinneau	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. Diana Figueroa	Member/ Teacher	
Mr. Jared Yapkowitz	Member/ Teacher	
Ms. Cindy Perinneau	Member/ Parent	
Mr. Joseph Kellar	Member/ Parent	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“School leaders should closely examine their budget allocations and explore options to obtain supplemental funds to purchase additional resources to ensure that all ELA classrooms are provided with sufficient, age appropriate, book resources to support students’ learning and enable teachers to deliver the Balanced Literacy approach to ELA instruction successfully. These books should reflect student needs and include high-interest, low readability books to support low-level readers as well as challenging books for higher achievers. “ (SQR, 2012, p.8)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, school leaders will provide the ELA Department with sufficient age appropriate resources to support student learning and successful Balance Literacy instructional practices. Books will reflect student needs and will include high-interest, low readability books to support low-level readers and more challenging books for higher achievers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- Principal will have literacy book re-inventoried
- Teachers will make selection of leveled books from vendors providing this service
- Literacy Coach will assist teachers to level classroom libraries.
- Teachers will implement running records and/or skill set from Achieve 3000 to obtain student reading level. (Sept., January, May/June)
- Administrative staff will monitor student usage of libraries by conducting informal and formal observations of teachers on implementation of Balanced Literacy.

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: **Title 1 Priority/Focus**
 SWP

Service and program coordination

- Books will be purchased via Booksource Vendor / Curriculum Associates
- Literacy Coach along with ELA Assistant Principal will provide professional development to teachers on using leveled libraries and Balanced Literacy Approach

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school leadership should work with teachers to develop clear guidelines and expectations for the collection and use of data to inform instruction. The school leadership should provide professional development (PD) for teachers on how to gather a wide range of data, including IEP goals for students with disabilities, and use the data effectively to inform planning, instruction, and monitoring of student progress. School leaders should regularly monitor teacher implementation of the use of data through formal and informal observations and provide support as needed.” (SQR, 2012, p.2)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

_____ 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will engage in the collaborative inquiry process on teacher teams to develop curriculum maps and rigorous Common Core aligned units of study that include benchmark assessments and a culminating performance task with targets and multiple entry points to ensure student success as evidenced by artifacts from teacher team meeting and observations. The school leadership and teachers will develop a data-driven culture based on student needs, assessments, analysis, which leads to strategic action planning that informs instruction and results in greater student achievement outcomes.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Teachers will meet weekly (PLC) in teacher content based to review and update curriculum (Sept.2012/June 2013)
 - Teachers will exam and analyze summative and formative assessment data to identify student learning problems (Sept.2012/June 2013)
 - Teachers will exam and analyze the causes of learning problems to exam data about own practices. (Sept.2012/June 2013)
 - Lesson Plan Clinic to develop data driven lesson plan for instruction (Sept.2012/June 2013)
 - Look at best practices and create action plans. (Sept.2012/June 2013)

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

SWP

Other-describe here: **Title 1 Priority/Focus**

Service and program coordination

- Literacy/Math coach/Assistant Principal/Teachers
- Teacher Per- session looking at data (Teacher per-session 120 hours plus 20 hours Supervisor per-session)
- Ongoing staff support and PD

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school leadership should build on PD provided previously on questioning techniques, to enhance teachers’ skills in asking higher order questions that promote students’ critical thinking skills. The school leaders should monitor teacher implementation of these strategies through formal and informal observations. Additionally, school leaders should provide specific and detailed feedback and further support teachers as necessary.” (SQR, 2012, p.2)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will be provided with opportunities to improve questioning techniques through continuation of professional development on questioning. All teachers will receive a minimum of 6 informal observations (4 formals for new teachers and 1 for tenured teachers) with feedback in order to improve instruction and improve student questioning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Administrative staff will conduct both formal and informal observations (using Danielson) with a focus on questioning techniques and meet with teachers to discuss and improve on findings.
 - Literacy Coach/Math Coach will attend CFN workshops (including outside vendors)
 - Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - Timeline for implementation will be throughout 2012-2013 school year

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: **Title 1 Priority/Focus**
 SWP

Service and program coordination

- With assistance from our CFN, teachers will attend various workshops on questioning
- Lesson Plan clinic to be offered by CFN
- Individual teachers will attend various workshops and turn-key information to faculty
- Administrative staff will focus on questioning and assist teachers with developing questions and refocusing classroom aims questions on DOK.
(100 hrs per-session review informals and formal observations – after- school – (2 to 3 hours per week until end of year)
- PD from C.I.T.E \$2,500

Service and program coordination

- Per-session will be provided to faculty for after-school meetings (Jan. 2013 – June. 2013) (Teacher per-session 50 hrs /Supervisor per-session 20 hrs)
- Schedule and timeline to be put in place

Budget and resource 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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: **Title 1 Priority/Focus**
 SWP 1% set aside

Service and program coordination

- Per-session will be provided to faculty for after-school Parent Development Workshops /
- Monthly Schedule of parent workshops put in place.

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	Learning Lab (2 -3X a week) Saturday Academy	Small group Small Group	After School (<i>2 teachers/Total 72 hrs</i>) Saturdays (include winter break and Easter Break) 3 teachers/total hours116)
Mathematics	Learning Lab (2 -3X a week) Saturday Academy	Small group Small Group	After School (<i>2 teachers/Total 72 hrs</i>) Saturdays (include winter break and Easter Break) (3 teachers/total hours116) (1 Supervisor 38.5 hours)
Science	Learning Lab (2 x a week)	Small group	After/Before School (<i>2 teachers/Total 72 hrs</i>) Lunch Tutoring Sessions
Social Studies	Learning Lab (2 x a week)	Small group	After/Before School(<i>2 teachers/Total 72 hrs</i>) Lunch Tutoring Sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk Counseling	Individual and small group at-risk	During the school day

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.

Recruitment: If need arises for a new teacher to join the ranks of the Young Scholar Academy family, resumes will be reviewed for best possible candidate to be interviewed. Principal, Assistant Principal will be involved in initial interview. If candidate is eligible to go onto the second round, teachers/literacy/Math Coach and administrative teams together will have a joint interview process to determine best candidate.

Retention: Every effort will be made by administrative staff along with coaches to provide support needed for teachers not found to be HQ. Teachers will be encouraged by administration to continue studies in order to become HQ. Teachers will be provided professional development in areas of need.

Assignments: All classroom assignments will be made with two things in mind: 1) Student need and 2) teacher preference. At all times a HQ teacher will teach all students.

PARENT INVOLVEMENT POLICY (PIP)

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 Young Scholars Academy. Therefore, Young Scholars Academy (a.k.a.-YSA), 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. YSA'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. YSA 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, science, social studies 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;

YSA's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. (Workshops include: ARIS parent workshop; New Shifts in ELA Instruction – CCLS; New Shifts Mathematics instruction-CCLS; Science Exit Projects; Social Studies Exit Projects; Family Science Night; ESL information; Jupiter Grades; High School Articulation part 1 and part 2; Family Literacy Nights)

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: understanding educational accountability grade-level curriculum and assessment expectations; literacy, Mathematics, Science, Social Studies, 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;
- 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;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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/Rudy Rupnarain	District 11	Borough Bronx	School Number 289
School Name Young Scholars Academy			

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

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

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	1	Number of certified NLA/foreign language teachers	1
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	355	Total Number of ELLs	27	ELLs as share of total student population (%)	7.61%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The Home Language Survey is given and reviewed by ESL Teacher for all new students. An informal interview is conducted, parents needing translation, receive same by in house staff (ESL teacher, Bilingual Teacher, Foreign Language Teacher). The LAB-R is administered to newly admitted students both orally and written within 10 schools of their admittance. (Spanish Lab is administered to Spanish speaking Ells. Through ESL services and its instructional efforts, we plan to prepare students for their annual New York State English as a Second Language Achievement Test (NYSESLAT). The structures that we have in place are evaluated annually, and have proven to move students to the next NYSESLAT level or to English language proficiency.
2. At the beginning of the year, a survey and letter is sent to parents, informing them of our Freestanding ESL program by our ESL teacher. Letters are translated in various languages (based on HLIS). We conduct a workshop for parents led by our ESL teacher, (translator available) to also infor parents of their choices. Based on the varied languages represented by our ELLs, and the small population representing each language, we do not offer Transitional Bilingual or a Dual Language program. Parents were also informed of this through letter correspondence.
3. Our ESL teacher monitors and ensures that all documents are returned to our school, we follow up with phone calls if necessary to the child's home. Additional letter correspondence is also practiced. All records are maintained by ESL teacher and report is submitted to Principal with regular updates.
4. In an effort to provide parents with every possible opportunity for their choice of program, we translate all correspondence and we request translating services. Correspondence is both given to students to take home and we mail a copy home. If we are unable to find a translator or to communicate with the parents ourselves in their home language, students are asked to communicate on behalf of their teachers. We have established a solid foundation of trust with both parents and students that allow us to trust that this information is being disseminated accurately. Parents are well-aware that a Transitional Bilingual and a Dual Language program are not offered at our school. We do provide parents with information about other schools in the area that do offer those services.
5. During the past couple of years, we have had a larger ESL population (averaging approximately 25 students per year). LAsT year we had one parent who wanted child in a full bilingual program which left 96% of our ESL population choosing a free standing ESL program. This year 100% of parents requested a Freestanding ESL program for their children. It seems most parents desire that their children be exposed to and totally immersed in the English language as much as possible.
6. Yes, the program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	2	2					6
Push-In							0	1	1					7
Total	0	0	0	0	0	0	7	3	3	0	0	0	0	13

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

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

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

C. Home Language Breakdown and ELL Programs

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

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Instructional Delivery

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

A. Programming and Scheduling Information

activities.

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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?
- Describe how you evaluate the success of your programs for ELLs.

1. The assessment tool we use to assess the early literacy skills of our ELLs is Fountas and Pinnell along with Achieve 3000. The insights that the data presents about our ELLs are that like many of their grade level counterparts, they are able to respond to literal comprehension questions and are able to read with fluency, but they struggle with inferential comprehension and with fully decoding unfamiliar words. This information can help to inform our school's instructional plan by providing us with entry points. Due to the fact that we have identified our students strengths and challenges, we are able to develop and plan instruction specific to our students needs.
2. The data patterns across proficiency levels, reveal that our ELLs' strengths lie in listening and speaking in English, while they struggle with reading, and most notably, writing in English. ESL instructional has been regularly updated to address the writing needs and concerns of our ELLs. Students are regularly assessed to track improvement and to uncover specific areas of writing that need to be a focus of ESL instruction.
3. Patterns across NYSESLAT modalities will affect instructional decisions by noting the child's specific deficiency areas and targeting instruction to attend to those areas of most need.
4. The NYSESLAT is only administered in English.
5. (We do not have a dual language program)
6. Essentially, when students increase at least one level on the NYSESLAT exam, or ultimately, attain a proficiency rating, we know that our program works. Over the years, through constant assessment and readjusting of instruction, we have observed much success among our ELLs. Several students have been able to attain proficiency ratings, while others gradually work their way up to English language proficiency.

Additional Information

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

Part VI: LAP Assurances

School Name: <u>Young Scholars Academy</u>		School DBN: <u>11x289</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeanette Vargas	Principal		12/1/11
Robert Ruiz	Assistant Principal		12/1/11
	Parent Coordinator		1/1/01
Marie Dawes	ESL Teacher		12/1/11

School Name: Young Scholars Academy

School DBN: 11x289

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent		1/1/01
Isa Almonte	Teacher/Subject Area		12/1/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Barbara Skokos	Guidance Counselor		12/1/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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