



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** YOUNG SCHOLARS ACADEMY  
**DBN (i.e. 01M001):** 11x289  
**Principal:** JEANETTE VARGAS  
**Principal Email:** JVARGAS5@SCHOOLS.NYC.GOV  
**Superintendent:** ELIZABETH A. WHITE  
**Network Leader:** RUDY RUPNARAIN



# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

|   |  |
|---|--|
| Indicate that a section has been completed by marking an "X" in the box to the left of each section |  |
| <b>X</b>  | <b>School Leadership Team Signature Page</b>   |
| <b>X</b>  | <b>The SCEP Overview</b>   |
| <b>X</b>  | <b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>        |
|   | ▪ A major recommendation with HEDI rating  |
|   | ▪ Statement Of Practice (SOP) selected aligned to the goal   |
|   | ▪ A goal aligned to the major recommendation   |
|   | ▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal         |
|   | ▪ Budget & Resource Alignment section (indicating all funding sources)                               |
| <b>X</b>  | <b>Academic Intervention Services (AIS)</b>  |
| <b>X</b>  | <b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b> |
| <b>X</b>  | <b>Parent Involvement Policy (PIP)</b>   |

### School Information Sheet for 11X289

|   |             |   |     |   |       |
|---|-------------|---|-----|---|-------|
| School Configuration (2013-14)                                  |             |   |     |   |       |
| Grade Configuration   | 06,07,08,SE | Total Enrollment                                | 327 | SIG Recipient                                 | N/A   |
| Types and Number of English Language Learner Classes (2013-14)  |             |   |     |   |       |
| # Transitional Bilingual  | N/A         | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A   |
| Types and Number of Special Education Classes (2013-14)         |             |   |     |   |       |
| # Special Classes   | N/A         | # SETSS   | N/A | # Integrated Collaborative Teaching           | 12    |
| Types and Number of Special Classes (2013-14)                   |             |   |     |   |       |
| # Visual Arts   | 11          | # Music   | N/A | # Drama                                       | 2     |
| # Foreign Language  | 8           | # Dance   | N/A | # CTE   | N/A   |
| School Composition (2012-13)                                    |             |   |     |   |       |
| % Title I Population  | 77.4%       | % Attendance Rate                               |     |   | 91.2% |
| % Free Lunch  | 83.2%       | % Reduced Lunch                                 |     |   | 5.9%  |
| % Limited English Proficient                                    | 10.0%       | % Students with Disabilities                    |     |   | 14.3% |
| Racial/Ethnic Origin (2012-13)                                  |             |   |     |   |       |
| % American Indian or Alaska Native                              | 1.6%        | % Black or African American                     |     |   | 65.1% |
| % Hispanic or Latino  | 29.6%       | % Asian or Native Hawaiian/Pacific Islander     |     |   | 2.8%  |
| % White   | 0.9%        | % Multi-Racial                                  |     |   | N/A   |
| Personnel (2012-13)   |             |   |     |   |       |
| Years Principal Assigned to School                              | 3.17        | # of Assistant Principals                       |     |   | 2     |
| # of Deans  | N/A         | # of Counselors/Social Workers                  |     |   | 1     |
| % of Teachers with No Valid Teaching Certificate                | N/A         | % Teaching Out of Certification                 |     |   | 1.9%  |
| % Teaching with Fewer Than 3 Years of Experience                | 14.8%       | Average Teacher Absences                        |     |   | 7.7   |
| Student Performance for Elementary and Middle Schools (2012-13) |             |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | 6.0%        | Mathematics Performance at levels 3 & 4         |     |   | 8.7%  |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A         | Science Performance at levels 3 & 4 (8th Grade) |     |   | 29.7% |
| Student Performance for High Schools (2011-12)                  |             |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | N/A         | Mathematics Performance at levels 3 & 4         |     |   | N/A   |
| Credit Accumulation High Schools Only (2012-13)                 |             |   |     |   |       |
| % of 1st year students who earned 10+ credits                   | N/A         | % of 2nd year students who earned 10+ credits   |     |   | N/A   |
| % of 3rd year students who earned 10+ credits                   | N/A         | 4 Year Graduation Rate                          |     |   | N/A   |
| 6 Year Graduation Rate  | N/A         |   |     |   |       |
| Overall NYSED Accountability Status (2012-13)                   |             |   |     |   |       |
| Reward  |             | Recognition                                     |     |   |       |
| In Good Standing  |             | Local Assistance Plan                           |     |   |       |
| Focus District  | X           | Focus School Identified by a Focus District     |     |   | X     |
| Priority School   |             |   |     |   |       |

### Accountability Status – Elementary and Middle Schools

|   |     |   |  |     |
|---|-----|---|--|-----|
| Met Adequate Yearly Progress (AYP) in ELA (2011-12)         |     |   |  |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | Yes |
| Hispanic or Latino  | No  | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | No  | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | No  |   |  |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12) |     |   |  |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | Yes |
| Hispanic or Latino  | No  | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | Yes | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | No  |   |  |     |
| Met Adequate Yearly Progress (AYP) in Science (2011-12)     |     |   |  |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | No  |
| Hispanic or Latino  | Yes | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | Yes | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | No  |   |  |     |

### Accountability Status – High Schools

|   |     |   |  |     |
|---|-----|---|--|-----|
| Met Adequate Yearly Progress (AYP) in ELA (2011-12)             |     |   |  |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | N/A |   |  |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)     |     |   |  |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | N/A |   |  |     |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) |     |   |  |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | N/A |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | N/A |   |  |     |

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

|   |                                     |            |   |
|---|-------------------------------------|------------|---|
| Answer the following questions regarding the 12-13 SCEP   |                                     |            |   |
| <b>Describe the strengths of your school's 12-13 SCEP.</b>  |                                     |            |   |
| The strength of our schools 2012-2013 SCEP was that the plan of action targeted those areas we needed to remediate, classroom resources (ELA Classroom Libraries including but not limited to high interest low readability books), curriculum planning incorporating CCLS, having teachers work collaboratively to review and analyze student work to further student achievement, targeting teacher effectiveness in the classroom, and promoting a positive behavior system in order to work on safety and respect |                                     |            |   |
| <b>Describe the areas for improvement in your school's 12-13 SCEP.</b>  |                                     |            |   |
| YSA needs to continue to provide and address the social/emotional needs of our students, as demonstrated by results in our Learning Environment Survey. We also need to continue to address teachers  |                                     |            |   |
| <b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>   |                                     |            |   |
| Challenges found in implementing the 2012/2013 SCEP dealt with actually a time management perspective   |                                     |            |   |
| <b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>  |                                     |            |   |
| In reviewing our data, we were able to successfully implement 4 of our 5 goals as outlined in the SCEP  |                                     |            |   |
| <b>Were all the goals within your school's 12-13 SCEP accomplished?</b>   | <input type="checkbox"/>            | <b>Yes</b> | <input checked="" type="checkbox"/> <b>No</b> |
| <b>If all the goals were not accomplished, provide an explanation.</b>  |                                     |            |   |
| Goal was not met in completing all teacher observations which was caused in part due to personnel issues  |                                     |            |   |
| <b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>  | <input checked="" type="checkbox"/> | <b>Yes</b> | <input type="checkbox"/> <b>No</b>            |

### ***Developing the 2013-14 SCEP***

|  |  |  |  |
|--|--|--|--|
| Answer the following questions regarding the 13-14 SCEP  |  |  |  |
| <b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>   |  |  |  |
| Anticipated barriers is not having the funding sources available the first of the school year  |  |  |  |
| <b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>  |  |  |  |
| Student academic achievement targets is primarily focused on both our SWD and ELL population   |  |  |  |
| <b>Describe how the school leader(s) will communicate with school staff and the community.</b>   |  |  |  |
| School leaders will continue to communicate with school staff and community through the use of letters home, messages through school messenger, PA meetings and SLT meetings |  |  |  |
| <b>Describe your theory of action at the core of your school's SCEP.</b>   |  |  |  |
| Theory of Action, at its core, is taking recommendations outlined in the schools Quality Review along with results seen in our data to address needs by June 2014            |  |  |  |
| <b>Describe the strategy for executing your theory of action in your school's SCEP.</b>  |  |  |  |
| Our strategy in executing our theory of action by looking at best practices and incorporating feedback into our daily practice   |  |  |  |
| <b>List the key elements and other unique characteristics of your school's SCEP.</b>   |  |  |  |
| Key element of our SCEP is our monitoring of our preplanned activities to accomplish our goals   |  |  |  |
| <b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>  |  |  |  |
| Activities along with student achievement will be tracked to monitor progress  |  |  |  |

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

**Build consistency of the teacher observation and feedback process to ensure closer alignment to the common teaching framework in order to evaluate professional growth and student achievement. (Overall QR rating of Proficient)**

|                     |                |              |           |                     |   |                     |            |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|
| <b>Review Type:</b> | Quality Review | <b>Year:</b> | 2012/2013 | <b>Page Number:</b> | 5 | <b>HEDI Rating:</b> | Developing |
|---------------------|----------------|--------------|-----------|---------------------|---|---------------------|------------|

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) 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.

|          |   |          |   |
|----------|---|----------|---|
|          | <b>2.2 School leader’s vision</b>           | <b>X</b> | <b>2.3 Systems and structures for school development</b>        |
| <b>X</b> | <b>2.4 School leader’s use of resources</b> | <b>X</b> | <b>2.5 Use of data and teacher mid-management effectiveness</b> |

### **Annual Goal #1**

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

**Throughout the 2013/2014 school year, school leaders will have put in place a system to conduct observations and track teacher practices based on student data, feedback and professional development opportunities ensuring that all observation feedback is substantiated with evidence.**

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. In September/October 2013, Principal will meet with teachers to discuss observation selection options **(SOP 2.2; 2.5)**
2. In November/December, Principal along with Assistant Principals will draft schedule of observations **(SOP 2.2; 2.5)**
3. November 2013 – May 2014, Principal and Assistant Principals will perform observations and analyze data acquired from observations completed and make necessary correction to schedule if needed. **(SOP 2.3;2.4;2.5)**
4. January – May 2014 Administrative staff will monitor professional development schedules given to teachers and whether same has impacted classroom instruction **(SOP 2.3; 2.4;2.5)**

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal to align budgetary resources for professional development and per-session activities for both Administrative and pedagogical staff
2. Administrative staff to meet during weekly cabinet meetings
3. Administrative staff will perform scheduled observations and analysis of observation to be discussed during weekly cabinet meetings
4. Administrative staff will analyze impact of professional development through teacher observations.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. By the end of May 2014, all observations will be completed
2. By the end of May 2014, Teachers will have made changes to their classroom instruction to improve instructions as noted in teacher observations
3. By the end of May 2014 an analysis will be made on teacher observations and the effectiveness of schedule
4. By the end of May 2014 administrative staff will analyze the types of questions asked in the classroom

#### **D. Timeline for implementation and completion including start and end dates**

1. Throughout 2013/2014 school year Administrative staff to monitor all observations status and results
2. Throughout 2013/2014 school year Administrative staff to monitor all observations status and results
3. Throughout 2013/2014 school year Administrative staff to monitor all observations status and results
4. Throughout 2013/2014 school year Administrative staff to monitor all observations status and results

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Principal and Assistant Principals will meet on monthly basis to assess impact of professional development and how observation schedule is being implemented
2. Principal and Assistant Principals will meet on monthly basis to assess impact of professional development and how observation schedule is being implemented
3. Principal and Assistant Principals will meet on monthly basis to assess impact of professional development and how observation schedule is being implemented
4. Principal and Assistant Principals will meet on monthly basis to assess impact of professional development and how observation schedule is being implemented

**Budget and Resource Alignment**

|  |   |  |                         |  |  |          |   |  |                  |               |
|--|---|--|-------------------------|--|--|----------|---|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.                                      |   |  |                         |  |  |          |   |  |                  |               |
| <b>X</b>   | <b>PF Set Aside</b>                               |  | <b>Tax Levy</b>         |  | <b>Title IA</b>                          |          | <b>Title IIA</b>                                  |  | <b>Title III</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.   |   |  |                         |  |  |          |   |  |                  |               |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A. |   |  |                         |  |  |          |   |  |                  |               |
|  | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> | <b>X</b> | <b>PF Common Core</b>                             |  |                  |               |
|  | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  | <b>X</b> | <b>PF Parent Engagement</b>                       |  |                  |               |
|  | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            |          | <b>PF Supporting Great Teachers &amp; Leaders</b> |  |                  |               |

**Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). |                |              |           |                     |   |                     |           |  |  |
| <b>Promote greater consistency across classrooms in the use of questioning and student participation, in order to provide multiple entry for a range of learners (Overall QR rating of Proficient)</b>   |                |              |           |                     |   |                     |           |  |  |
| <b>Review Type:</b>  | Quality Review | <b>Year:</b> | 2013/2014 | <b>Page Number:</b> | 6 | <b>HEDI Rating:</b> | Effective |  |  |

**Tenet 3: Curriculum Development and Support**

|  |                                  |  |  |  |          |  |  |  |  |
|--|----------------------------------|--|--|--|----------|--|--|--|--|
| Indicate using an "X" the Standard(s) 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. |                                  |  |  |  |          |  |  |  |  |
| <b>X</b>   | <b>3.2 Enact curriculum</b>      |  |  |  | <b>X</b> | <b>3.3 Units and lesson plans</b>          |  |  |  |
| <b>X</b>   | <b>3.4 Teacher collaboration</b> |  |  |  | <b>X</b> | <b>3.5 Use of data and action planning</b> |  |  |  |

**Annual Goal #2**

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  |  |  |  |  |  |  |  |  |  |
| <b>During the 2013/2014 school year, school leaders along with teaching staff will ensure that units of study are aligned to the CCLS and include components to address the need of SWD and ELL's by ensuring high order questions for critical thinking are accessible within classroom instruction for all students. In addition to support students with disabilities and ELL's during the day, we will provide students with an After-School Program along with a Saturday academy to provide additional support. (Per-session: Saturday (14daysX4.5hrs. X 4 teachers @\$43.00=\$10,836: After-School (Oct. Nov.Dec.,Jan. 16days each month X1.5 hrs. X4 teachers X\$43.00=\$16,512) After-school (Mar.,Apr.,May, 31 days in total X 1.5hrs. X5 teachers X43.00 =\$7,097)) Supervisor Per-session: Saturday (14days X 5hrs X\$45.00 = \$3,150; Oct – Jan Afterschool 96 hours X45 =\$4320; Mar., Apr., May afterschool 31 hrs. X\$45 =1395)</b> |  |  |  |  |  |  |  |  |  |

**Instructional Strategies/Activities**

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.   |  |  |  |  |  |  |  |  |  |
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>  |  |  |  |  |  |  |  |  |  |
| <ol style="list-style-type: none"> <li>In September 2013, School Principal will provide in teachers program and opportunity to meet in both subject specific teams and by grade to plan and outline units of study. <b>(SOP 3.2; 3.3)</b></li> <li>During the 2013/2014 school year the Literacy Coach along with specific teachers and administrators will go out for professional development on the newly acquired curriculum and in turn demonstrate and explain changes that will be incorporated in classroom instruction. <b>(SOP 3.2; 3.4; 3.3)</b></li> <li>Administrative staff will monitor (monthly) the units of study to assure that teachers are incorporating best practices <b>(SOP 3.5; 3.4)</b></li> <li>Throughout the school year, (approximately 3 times a year), Principal, Assistant Principal and curriculum team will meet to assess the result of the DRP and implement necessary strategies to further student achievement. <b>(SOP 3.5; 3.4)</b></li> <li>During the 2013/2014 school year, the curriculum team will provide training to staff in the use of 'Word Generations' <b>(SOP 3.2; 3.4)</b></li> <li><b>During the 2013/2014 school year the school will provide an after-school program 4 days a week during October – January; Saturday Academy 14 sessions; after-school 3 days a week during March – May.</b></li> </ol> |  |  |  |  |  |  |  |  |  |
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>  |  |  |  |  |  |  |  |  |  |
| <ol style="list-style-type: none"> <li>In September 2013, School Principal will program in teacher schedule Common Planning Time: Teacher/Inquiry Team and Interdisciplinary team times within the school day as well as provide Professional development every Monday.</li> </ol>  |  |  |  |  |  |  |  |  |  |

2. Literacy Coach/Assistant Principal/Principal/Teachers will be assigned to professional development session and would be released accordingly to attend sessions.
3. During weekly teacher team meeting, Assistant Principals/Principal will meet with team and discuss the implementation of curriculum and how is instruction for Ells and SWD are being addressed.
4. Literacy Coach/Assistant Principal/Principal will meet in Oct./Jan./ and May to discuss findings of DRP results and whether the implementations of incorporated strategies are working.
5. Literacy Coach and Administrative staff will provide professional development on Word Generation and DRP
6. Assistant Principal and selected teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. There will be weekly evaluation of Teacher team meetings and Professional development provided on Mondays
2. Staff members going out for Professional Development will need to summarize major points of sessions and submit same to Principal and Assistant Principals, Information attained at Professional Development sessions will be turn key to pedagogical staff.
3. Administrative staff will monitor teacher questioning during scheduled observations and same will be discussed during weekly cabinet meetings.
4. Literacy Coach/Assistant Principal/Principal will meet in Oct./Jan./ and May to discuss findings of DRP results and whether the implementations of incorporated strategies are working
5. Weekly monitoring of the implementation of Word Generation
6. Analysis of data from both the IREADY program and teacher records

**D. Timeline for implementation and completion including start and end dates**

1. During the 2013/2014 school year, school principal will provide in teacher schedule Teacher Team meeting time
2. Monthly analysis of Professional Development sessions will be assessed
3. During the 2013/2014 school year Assistant Principal/Principal and Literacy coach will assure the incorporating of best practices along with monitoring of teacher practice through the use of observations.
4. Quarterly meeting by Literacy Coach, Assistant Principal, Principal analyzing data from DRP (Degrees of Reading Power), information to be further analyzed by teachers and administrative staff
5. During the month of November Professional development on Word Generation to be provided to staff and there will be weekly monitoring of the program
6. October – May afterschool program (Saturday Jan – April)

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common planning periods will be embedded into the school day schedule
2. Administrative staff will meet weekly to assess weekly professional development
3. Review teacher observations during weekly Cabinet meetings
4. Quarterly review of DRP scores
5. Review teacher observations during weekly cabinet meetings
6. Review student attendance

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                     |  |                 |  |                 |  |                  |  |                  |  |               |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>PF Set Aside</b> |  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|  |   |          |                         |  |  |          |   |
|--|---|----------|-------------------------|--|--|----------|---|
|  | <b>PF AIS</b>                                     |          | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> | <b>X</b> | <b>PF Common Core</b>                             |
|  | <b>PF ELT</b>                                     | <b>X</b> | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  |          | <b>PF Parent Engagement</b>                       |
|  | <b>PF Positive Behavioral Management Programs</b> |          |                         |  | <b>PF RTI</b>                            |          | <b>PF Supporting Great Teachers &amp; Leaders</b> |

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to Learning Environment Survey 35% of students Disagree that 'most of the teaching staff at my school make me excited about learning'

|                     |                      |              |           |                     |   |                     |     |
|---------------------|----------------------|--------------|-----------|---------------------|---|---------------------|-----|
| <b>Review Type:</b> | Learning Environment | <b>Year:</b> | 2012/2013 | <b>Page Number:</b> | 9 | <b>HEDI Rating:</b> | N/A |
|---------------------|----------------------|--------------|-----------|---------------------|---|---------------------|-----|

|        |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|
| Survey |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|

**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.

|          |   |          |  |
|----------|---|----------|--|
| <b>X</b> | <b>4.2 Instructional practices and strategies</b> |          | <b>4.3 Comprehensive plans for teaching</b>                          |
|          | <b>4.4 Classroom environment and culture</b>      | <b>X</b> | <b>4.5 Use of data, instructional practices and student learning</b> |

**Annual Goal #3**

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

By June 2014, there will be a decrease in the percentage of students that feel that they are not excited about learning from 35% to below 10% as evidenced in the school's Learning Environment Survey data.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. During the 2013/2014 school year teachers will be provided with opportunities to discuss best practices **(SOP 4.2)**
2. During the 2013/2014 school year Coaches(s) and administrators will be engage in unit and lesson planning with a focus on how to fully engage all students through questioning **(SOP 4.2;4.5)**
3. During the 2013/2014 school year teachers will be afforded an opportunity of intra-visitation of various classroom teachers (namely Demonstration Teachers, Peer Instructional Coach) and meet with Teacher Effectiveness Ambassador. **(SOP 4.2; 4.5)**
4. January 2014 begin study group "Teach Like a Champion" with a focus on how to raise student engagement. **(SOP 4.2)**
5. September, January and May 2014 student On a Monthly basis teachers along with administrative staff will analyze student work to Monthly analysis of student data **(SOP 4.5)**
6. Throughout 2013/2014 administrative staff will perform observation with a focus on lesson Aims; and exit slips questions **(SOP 4.2; 4.5)**

**B. Key personnel and other resources used to implement each strategy/activity**

1. School Principal will provide opportunities for teachers to share best practices to raise instruction.
2. Administrative staff, Coach(s) will meet weekly with teacher teams to discuss, review and Unit/Lesson Plans
3. Administrative staff along with Peer Instructional Coach and Demonstration teachers will provide professional development to teachers on ways to raise student achievement
4. Principal will purchase Teach Like A champion for study group
5. Administrative staff and coach(s) will meet to analyze student work
6. Administrative staff will conduct observations

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. On a monthly basis, Principal will evaluate the opportunities for teachers to share best practices to raise student engagement
2. On a weekly basis administrative staff and coach will meet on unit/lesson plans
3. Through-out the 2013/2014 school year teachers will be provided with schedule to visit various teacher classrooms (focus Demonstration Teacher and Peer Instruction Coach.
4. December/January Principal to purchase "Teach Like a Champion"
5. On a quarterly basis and during teacher team meeting administrative staff and teachers will analyze student work
6. Throughout 2013/2014 school year administrative staff will conduct teacher observations

**D. Timeline for implementation and completion including start and end dates**

1. During the 2013/2014 school year Principal and AP will provide opportunities for teachers to share best practices
2. During the 2013/2014 school year coaches and administrative staff will meet weekly to create unit/lesson plans
3. Through-out the 2013/2014 school year teacher will be given opportunities for intra-visitation
4. January 2014, Study group will begin with "teach Like a Champion"
5. Quarterly meeting will be scheduled to ensure the analysis of student work.
6. Through-out the school year administrative stave will conduct teacher observations

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Weekly, Monday Professional Development sessions and Common Planning Periods

2. Weekly teacher team meetings
3. Teacher meetings
4. Bi-weekly professional development session
5. Quarterly team meetings
6. Cabinet meetings

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                     |  |                 |  |                 |  |                  |  |                  |  |               |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| <b>x</b> | <b>PF Set Aside</b> |  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|          |   |  |                         |  |  |          |   |
|----------|---|--|-------------------------|--|--|----------|---|
|          | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> | <b>X</b> | <b>PF Common Core</b>                             |
|          | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  |          | <b>PF Parent Engagement</b>                       |
| <b>X</b> | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            |          | <b>PF Supporting Great Teachers &amp; Leaders</b> |

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to Learning Environment Survey 35% of students surveyed state that they strongly disagree or disagree "I am safe in the Hallways, bathrooms, locker rooms and cafeteria,

|                     |                      |              |           |                     |    |                     |     |
|---------------------|----------------------|--------------|-----------|---------------------|----|---------------------|-----|
| <b>Review Type:</b> | Learning Environment | <b>Year:</b> | 2012/2013 | <b>Page Number:</b> | 18 | <b>HEDI Rating:</b> | N/A |
|---------------------|----------------------|--------------|-----------|---------------------|----|---------------------|-----|

**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

|          |                                     |          |   |
|----------|-------------------------------------|----------|---|
| <b>X</b> | <b>5.2 Systems and partnerships</b> | <b>X</b> | <b>5.3 Vision for social and emotional developmental health</b> |
| <b>X</b> | <b>5.4 Safety</b>                   | <b>X</b> | <b>5.5 Use of data and student needs</b>                        |

**Annual Goal #4**

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

By June 2014, school leaders, faculty and staff will work to improve the schools learning environment by implementing PBIS to decrease the number of concerns students have in hallways, bathrooms and or cafeterias by 20%.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. By September 1, 2013, School administrators will review school OORS data (**SOP 5.3; 5.4**)
2. Throughout the 2013/2014 school year, School Principal will partner with office of Safety and Youth Development to find ways to acquire best practices (**SOP 5.2**)
3. November 2013 – January 2014, Administrative staff along with selected staff members will review PBIS and emphasize appropriate behavior in hallways, bathrooms and cafeterias. (**SOP 5.2**)
4. January 2014 – survey to administered to students (**SOP 5.5**)
5. January 2014 PBIS staff members will train staff to the revised PBIS rubric during Monday Professional Development sessions (**SOP 5.2; 5.3; 5.4; 5.5**)
6. January 2014 Faculty to provide training to student body (**SOP 5.3**)
7. March 2014 – survey students on safety concerns to see if there is a change in beliefs (**SOP 5.5**)

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principals to review OORS data
2. Principal and Assistant Principal to participate in Workshops on creating safe environment
3. Selected Staff and Administrative staff to review PBIS matrix

|  |
|--|
| 4. Teachers to administer student survey   |
| 5. Selected staff members to train staff on revised PBIS Rubric during Professional Development Monday sessions              |
| 6. Faculty provide training to student body  |
| 7. Principal, Assistant Principals to review 2 <sup>nd</sup> survey and see if any changes to beliefs                        |
| <b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>                     |
| 1. Bi-weekly Principal and Assistant Principals to review OORS Data  |
| 2. During the 2013/2014 administrative staff and selected teachers to participate in workshops provided by Youth Development |
| 3. Mid-year selected staff will meet to review PBIS Matrix   |
| 4. January 2014 students will be administered student survey   |
| 5. January 2014 staff members will be retrained on the PBIS Matrix   |
| 6. January 2014 Students to be trained on PBIS Matrix on behavior in Halls and cafeteria                                     |
| 7. March 2014 administer and analyze data from student survey  |
| <b>D. Timeline for implementation and completion including start and end dates</b>   |
| 1. Throughout the 2013/2014 school year, School Principal, Assistant Principal will review OORS data                         |
| 2. Throughout the 2013/2014 administrative staff and selected staff members will participate in workshops                    |
| 3. January 2014 selected staff will meet to review PBIS Matrix   |
| 4. January 2014 administer student survey  |
| 5. January – March 2014 staff to be re-trained on revised PBIS Matrix  |
| 6. January – March 2014 Student body to be trained on the new Matrix for appropriate behavior in Hallways and Cafeteria      |
| 7. March 2014 analyze student survey   |
| <b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>      |
| 1. Cabinet meetings  |
| 2. Workshops TBA   |
| 3. After-school meeting of PBIS Team   |
| 4. During Social Studies class   |
| 5. Monday Professional Development   |
| 6. During homeroom   |
| 7. Cabinet meetings  |

**Budget and Resource Alignment**

|   |   |  |                         |  |  |  |   |  |                  |               |
|---|---|--|-------------------------|--|--|--|---|--|------------------|---------------|
| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.   |   |  |                         |  |  |  |   |  |                  |               |
| <b>x</b>  | <b>PF Set Aside</b>                               |  | <b>Tax Levy</b>         |  | <b>Title IA</b>                          |  | <b>Title IIA</b>                                  |  | <b>Title III</b> | <b>Grants</b> |
| List any additional fund sources your school is using to support the instructional goal below.  |   |  |                         |  |  |  |   |  |                  |               |
| Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. |   |  |                         |  |  |  |   |  |                  |               |
|   | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |  | <b>PF Common Core</b>                             |  |                  |               |
|   | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  |  | <b>PF Parent Engagement</b>                       |  |                  |               |
| <b>X</b>  | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            |  | <b>PF Supporting Great Teachers &amp; Leaders</b> |  |                  |               |

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable). |                  |              |           |                     |     |                     |     |  |  |  |
| Increase parent involvement and engagement as noted by parents participation in various parent workshops and school activities   |                  |              |           |                     |     |                     |     |  |  |  |
| <b>Review Type:</b>  | Needs Assessment | <b>Year:</b> | 2012/2013 | <b>Page Number:</b> | N/A | <b>HEDI Rating:</b> | N/A |  |  |  |

**Tenet 6: Family and Community Engagement**

|  |                                  |  |  |          |                                     |  |  |  |  |  |
|--|----------------------------------|--|--|----------|-------------------------------------|--|--|--|--|--|
| Indicate using an "X" the Standard(s) 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. |                                  |  |  |          |                                     |  |  |  |  |  |
|  | <b>6.2 Welcoming environment</b> |  |  | <b>X</b> | <b>6.3 Reciprocal communication</b> |  |  |  |  |  |

|          |  |          |                                     |
|----------|--|----------|-------------------------------------|
| <b>X</b> | <b>6.4 Partnerships and responsibilities</b> | <b>X</b> | <b>6.5 Use of data and families</b> |
|----------|--|----------|-------------------------------------|

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, there will be an increase of at least 40% in the number of parents attending parent workshops, accessing Jupiter grade (online grade book system) and increase parent involvement in school activities to further the academic growth of their children

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Throughout the 2013/2013 school year, Parents will be notified of special events by providing parents/guardians with Monthly Calendars notifying parents of upcoming events. **(SOP 6.3)**
2. Throughout the 2013/2013 school year, Parents will be notified of special events by using School Messenger to relay messages as reminders of upcoming events. **(SOP 6.3)**
3. On a quarterly basis parents will be sent Progress reports on their students to review. **(SOP 6.3; 6.4; 6.6.5)**
4. In November 2013, parents will be given a survey to select parent workshops they wish to attend. **(SOP 6.4)**
5. On a quarterly basis administrative staff will monitor the use of Jupiter Grade Monthly PA meetings **(SOP 6.5)**
6. Throughout the 2013/2013 school year, Educators along with select outside vendors will provide workshops for parents on understanding Academic needs of their children. **(SOP 6.3; 6.4; 6.5)**

**B. Key personnel and other resources used to implement each strategy/activity**

1. Parent Coordinator will create Monthly calendar of events
2. Parent Coordinator will notify parents via the use of School Messenger
3. Assistant Principals will monitor and print quarterly progress reports and have them mailed to parents/guardians
4. Parent Coordinator will develop parent survey to be provided to parents during Parent Teacher Conference in November 2013
5. Principal and Assistant Principals will monitor Jupiter Grades and School Messenger reports to monitor parent use of these systems
6. Principal along with Parent Coordinator will coordinate the schedule of parent workshops to be provided by teachers and out-side vendors.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Monthly review of calendar being provided to parents
2. Weekly review of School messenger to make sure we have updated phone numbers
3. Bi weekly review of Jupiter grade to make sure data is up-to-date
4. November administer parent survey
5. Bi weekly review of Jupiter grade to make sure data is up-to-date
6. Review monthly parent workshops

**D. Timeline for implementation and completion including start and end dates**

1. On a monthly basis, Principal and various staff members will monitor the distributions of monthly calendars
2. On a monthly basis, Principal and various staff members will monitor school Messenger
3. Bi-Weekly review of Jupiter grades
4. November Survey provided to parents
5. Bi-Weekly review of Jupiter grades
6. Monthly Review of Parent Attendance at workshops

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Monday meetings with teachers to review calendar
2. Monday meetings with teachers to review school messenger concerns if student phone numbers need to be up-dated
3. During cabinet meetings
4. During Cabinet meetings
5. During Cabinet meetings
6. During Cabinet meetings

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

|          |                     |  |                 |  |                 |  |                  |  |                  |  |               |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>PF Set Aside</b> |  | <b>Tax Levy</b> |  | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|--|-----------------|--|-----------------|--|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

|  |   |  |                         |  |  |          |   |
|--|---|--|-------------------------|--|--|----------|---|
|  | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |          | <b>PF Common Core</b>                             |
|  | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  | <b>X</b> | <b>PF Parent Engagement</b>                       |
|  | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            |          | <b>PF Supporting Great Teachers &amp; Leaders</b> |

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|--|--|
| <b>ELA</b>  | Wilson Intervention Program, Just words, IReady, Word Generation   | Small group , one to one tutoring  | Before and after-school, Saturday  |
| <b>Mathematics</b>  | I-Ready, Kahn Academy  | Small group , one to one tutoring  | Before and after-school, Saturday  |
| <b>Science</b>  | Learning Lab Tuesday/Thursday  | Small group , one to one tutoring  | Before and after-school, Saturday  |
| <b>Social Studies</b>   | Learning Lab Tuesday/Thursday  | Small group , one to one tutoring  | Before and after-school, Saturday  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | At-Risk counseling. RTI (Response to Intervention), PBIS (Positive Behavior Incentive Support Program) , CST (Child Study Team), Attendance, academic counseling | Small group , one to one tutoring  | Lunch time/Before and after-school, Saturday   |

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

|  |                                  |  |   |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. |                                  |  |   |
| <b>X</b>   | <b>School Wide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |
|  |                                  |  | <b>Non-Title I</b>                      |

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

|  |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.   |
| <ul style="list-style-type: none"> <li>• New teacher training program conducted by Principal, Assistant Principals, Coaches,</li> <li>• Buddy teachers and special emphasis on classroom intra-visitations</li> <li>• A program schedule that builds common planning time, departmental conferences, and grade conferences</li> <li>• Use of ARIS Learn to promote online teacher professional development</li> <li>• Use of teacher text such as "Teach Like a Champion" to promote specific classroom/teaching practices</li> <li>• Special emphasis on the Depth of Knowledge Wheel and the Cognitive Rigor Matrix to promote rigor and higher order thinking tasks/questions</li> <li>• Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis</li> <li>• Partner with Network to provide lesson plan clinics, Instructional Rounds and classroom visits</li> <li>• Partner with the Teacher Effectiveness Unit with emphasis on the Danielson Teaching Framework</li> <li>• Monthly staff meetings to address teaching practices and data awareness</li> <li>•</li> <li>•</li> <li>•</li> </ul> |

**High Quality and Ongoing Professional Development**

|   |
|---|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).  |
| <ol style="list-style-type: none"> <li>1. ELI workshops for Assistant Principals</li> <li>2. Instructional Rounds hosted by the Network</li> <li>3. Instructional Leads trainings hosted by the Network</li> <li>4. Principal led Professional Development for Assistant Principals and Teachers</li> <li>5. Central led Professional Developments</li> <li>6. MSQI training for administrators and teachers</li> </ol> |

**Coordination and Integration of Federal, State, and Local Services and Programs**

|  |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| Young Scholars Academy will partner will MSQI, Sports and Arts, 21st Century and T.A.S.C. during the 2013-2014 school year.  |

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

|   |
|---|
| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
|   |

**Measures to Include Teachers in Decisions Regarding Assessments**

|  |
|--|
| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.  |
| Default on Measures of Student Learning. MOSL committee selected to select local MOSL assessments, target population, and measure. Teachers received professional development resources from the network on using the rubrics for NYC performance assessments and professional development on how to use data from these assessments is forthcoming from the MOSL coach assigned to the network and Achievement Coach. |

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

---

## **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; by using Title 1 (1% set-aside) Parent Involvement
- 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; by using Title 1 (1% set-aside) Parent Engagement
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress; by using Title 1 (1% set-aside) Parent Engagement
- 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; by using Title 1 (1% set-aside) Parent Engagement
- 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; by using Title 1 (1% set-aside) Parent Engagement

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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement

Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., 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.

**SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

|   |                      |                          |
|---|----------------------|--------------------------|
| District <b>11</b>                        | Borough <b>Bronx</b> | School Number <b>289</b> |
| School Name <b>Young Scholars Academy</b> |                      |                          |

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

|  |   |
|--|---|
| Principal <b>Jeanette Vargas</b>                                   | Assistant Principal <b>Sharon Montes</b>  |
| Coach <b>type here</b>   | Coach <b>type here</b>                    |
| ESL Teacher <b>Marie Dawes-Smith</b>                               | Guidance Counselor <b>Adeghe</b>          |
| Teacher/Subject Area <b>Rafael Ossorio/ELA</b>                     | Parent <b>type here</b>                   |
| Teacher/Subject Area <b>type here</b>                              | Parent Coordinator <b>Tabitha Brugman</b> |
| Related Service Provider <b>type here</b>                          | Other <b>type here</b>                    |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                    |

### C. Teacher Qualifications

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

|   |          |  |          |  |          |
|---|----------|--|----------|--|----------|
| Number of certified ESL teachers currently teaching in the ESL program.           | <b>1</b> | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program                                  | <b>1</b> | Number of teachers who hold both content area and ESL certification          | <b>0</b> |
| Number of certified bilingual teachers currently teaching in a bilingual program  | <b>0</b> | Number of certified NLA/foreign language teachers  | <b>1</b> | Number of teachers who hold both a bilingual extension and ESL certification | <b>0</b> |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | <b>0</b> | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | <b>0</b> | Number of special education teachers with bilingual extensions               | <b>0</b> |

### D. Student Demographics

|  |  |                      |           |   |              |
|--|--|----------------------|-----------|---|--------------|
| Total number of students in school (Excluding Pre-K) |  | Total number of ELLs | <b>23</b> | ELLs as share of total student population (%) | <b>0.00%</b> |
|--|--|----------------------|-----------|---|--------------|

## Part II: 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       | Tot #     |
| <b>Transitional Bilingual Education</b><br>(60%:40% → 50%:50% → 75%:25%) |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0         |
| <b>Dual Language</b><br>(50%:50%)  |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0         |
| <b>Freestanding ESL</b>  |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
| Push-in  |          |          |          |          |          |          | 3        | 2        | 2        |          |          |          |          | 7         |
| Pull-out   |          |          |          |          |          |          | 5        | 0        |          | 0        |          |          |          | 5         |
| <b>Total</b>   | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>8</b> | <b>2</b> | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>12</b> |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |   |
|-----------------------------|----|--|----|--------------------------------|---|
| All ELLs                    | 23 | Newcomers (ELLs receiving service 0-3 years) | 11 | ELL Students with Disabilities | 5 |
| SIFE                        | 0  | ELLs receiving service 4-6 years             | 8  | Long-Term (completed 6+ years) | 3 |

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 SWD. [?](#)

| ELLs by Subgroups |                  |                                    |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years)  | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           |     |      |     |     |      |     |     |      |     | 0     |
| Dual Language |     |      |     |     |      |     |     |      |     | 0     |
| ESL           | 12  |      |     | 8   |      |     | 3   |      |     | 23    |
| Total         | 12  | 0    | 0   | 8   | 0    | 0   | 3   | 0    | 0   | 23    |

Number of ELLs who have an alternate placement paraprofessional: 1

### 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 |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

\*EP=English proficient student

| 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 | EL    | EP |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| SELECT ONE                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| <b>TOTAL</b>                                   | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0     | 0  |

| Dual Language (ELLs/EPs)                       |     |    |     |    |     |    |     |    |       |    |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12   |     |    |     |    |     |    |     |    |       |    |
| Number of ELLs by Grade in Each Language Group |     |    |     |    |     |    |     |    |       |    |
|  | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|  | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE                                     |     |    |     |    |     |    |     |    | 0     | 0  |

**Dual Language (ELLs/EPs)  
9-12**

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

|              | 9   |    | 10  |    | 11  |    | 12  |    | TOTAL |    |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
|              | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

|   |                                    |                  |
|---|------------------------------------|------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |                  |
| Ethnic breakdown of EPs (Number):                                 |                                    |                  |
| African-American: ____  | Asian: ____                        | Hispanic/Latino: |
| Native American: ____   | White (Non-Hispanic/Latino): ____  | Other:           |

**Freestanding English as a Second Language**

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

|              | K | 1 | 2 | 3 | 4 | 5 | 6  | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|----|---|---|---|----|----|----|-------|
| Spanish      |   |   |   |   |   |   | 7  | 5 | 3 |   |    |    |    | 15    |
| Chinese      |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Urdu         |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Haitian      |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| French       |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Korean       |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Other        |   |   |   |   |   |   | 4  | 2 | 2 |   |    |    |    | 8     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 7 | 5 | 0 | 0  | 0  | 0  | 23    |

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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) |   |   |   |   |   |   | 6 | 2 | 1 |   |    |    |    | 9     |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |   |   |   |   |   |   |    |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|----|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6  | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I)   |   |   |   |   |   |   | 1  | 2 | 0 |   |    |    |    | 3     |
| Advanced (A)  |   |   |   |   |   |   | 4  | 3 | 4 |   |    |    |    | 11    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 7 | 5 | 0 | 0  | 0  | 0  | 23    |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING        | B                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                            | 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                     |         |         |         |         | 0     |
| 7                     |         |         |         |         | 0     |
| 8                     |         |         |         |         | 0     |
| NYSAA Bilingual (SWD) |         |         |         |         | 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                     | 6       | 3  | 1       |    |         |    |         |    | 10    |
| 7                     | 7       |    |         |    |         |    |         |    | 7     |
| 8                     | 9       | 4  | 1       |    |         |    |         |    | 14    |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 8                     |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 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 Foreign Language |                            |                 |                             |                 |
| Government                      |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

### After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Use of Fountas and Pinnell and I-Ready ELA, we found that our beginning students date reflected that they were beginning readers. Majority of students read at approximately 3-4 grade level in English. Many students showed that they were Advanced under listening and speaking, however they fell under intermediate level for Reading and writing.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across the proficiency levels showed that majority of students did fairly well in the reading and speaking, however much work needs to be done with reading and writing. (The RNMR modality analysis report is not available for the Spring NYSESLAT exam..)
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
!"The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT exam"
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?  
What we have found that ELLs are getting the same grades whether they take the English version or Native language test.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?  
As we are aware that students need additional support to assist in their instructional growth, ELLs are placed in the ICT class so that there are two teachers at all times, to support all students.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We review data from assessments given by both classroom and ESL teacher to see if there are any additional gaps in student learning. If we see that students are truly attempting to gain the knowledge, we do further analysis of why students learning is being.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When students are new to our school, the HLIS is given to the parents to fill out. If they need someone to translate for them, we provide a translator and or use Google Translate at the point of admission to assist with the process. Once the HLIS is returned,

the ESL teacher is contacted. ESL teachers interviews Parent and Student. If Student HLIS states a language pther than English, Then LAB-R is administered to student. Finding are shared with parent

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.  
In the beginning of the school year parents are sent letters (Transalated) to invite them to our Parent meeting to speak about program choices and what we offer. (In letters home we ask parents if they would need a translator and if they would be attending). When a student is new, generally within the first two weeks we have meeting with parent explaining our program
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
ESL Teacher keeps track of all forms and secures same in file cabinet in APs office
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.  
Base on parent option students are placed in appropriate setting. If parent wishes to have a bilingual program, we reach out to the schools on our campus first to see if they have space in selected program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Schedule is set-up ESL teacher along with AP and same is shared with Faculty to assure all students are tested.
6. 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.) 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. [i](#)  
Paste response to question here:

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Paste response to questions here:

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)?

Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

Since we have a free-standing ESL program, we use both a Push-in and Pull out model for our students, for students who have scored Advance we provide the push-in model at all times. Beginners are offered 360 minutes as well as intermediate students. ESL teacher reviews core content and with CCLS in mind assist in taking information making sure students, speak and explain what they have learned along with how and where they get their information to answer specific questions. ESL teacher periodically checks if they have their dictionary with them. In the classroom, teachers would occasionally use google translate for the vocabulary words introduced to the student body..

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELL's are provided instruction in English trough out the year, however, When test are available we give students the option to use their native language test or English test.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ESL teacher meets with core subjed teachers to discuss student progress in their classrooms:
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Since we have a free-standing ESL program, we use both a Push-in and Pull out model for our students, for students who have scored Advance we provide the push-in model at all times. Beginners are offered 360 minutes as well as intermediate students. ESL teacher reviews core content and with CCLS in mind assist in taking information making sure students, speak and explain what they have learned along with how and where they get their information to answer specific questions. Students you have been ELL's for than 4 years we evaluate all their work to see if there is something interferring with learning. We provide additional at-risk services to students and if need be we refer students to be evaluated.

7. 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?
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
ELL-SWD are instructed with the same Common Core curriculum. We use Code-X for ELA and a combination of CMP3 - impact for mathematics (in mathematics we use the spanish transalations for students who speak spanish). To the extent possible, we fexible program students in self-contained classes to ICT classes. Students in ICT are programmed with their peers and receive instruction as everyone else. Teachers that have demonstrated to be the most effective in their instruction have been assigned ICT classes and SWD are accessed the same way as their peers.

### Courses Taught in Languages Other than English

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

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

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

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

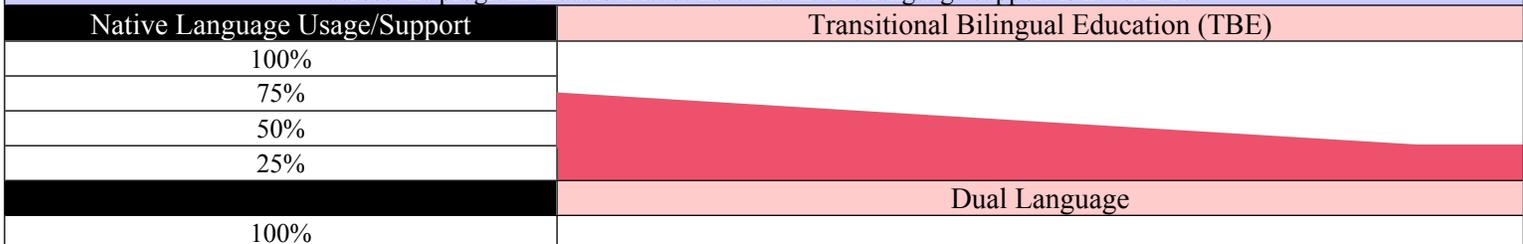
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction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

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

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
|  | Freestanding ESL |                     |                 |
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| 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**

9. 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.  
Intervention program offered Just words, IReady, Achieve 3000
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?  
Non are being considered at this time
12. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued, however the current ESL structure will be evaluated to ensure that the program is fully supporting all ELL's
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students have equal access to all extra-curricular programss. (ie: Chorus, Track, Volleyball, basketball. When After-School programs are created, ELL's are the first students invited and phone calls/parent meetings are used to inform parents. ELL's are not segregated from the general student population.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
The instructional materials that re used are computers, laptops, IReady software reading and math, Achieve 3000, guided reading books, picture dictionaries and teacher created material.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Although English is the only language used in our ESL prgram, we support Bilingual and multicultural Education through the celbration 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 ELL's
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Paste response to question here:
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
At the beginning of the school year, we hold a welcom event for parents of newly enrolled ELL students. The plan or ESL instruction is discussed at this event.
18. What language electives are offered to ELLs?  
Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- Paste response to questions here:

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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 offer helpful strategies and assistance to support ELL's

Professional development meetings and workshops are offered to all teachers to ensure that ELL's are receiving appropriate instruction throughout the school day.

Professional development meetings and workshops are offered to all teachers to ensure that ELL's are receiving appropriate instruction throughout the entire school day.

#### **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Parents attend PA meetings and school events. Several parents make themselves willingly available to support our students.

The school partners with other agencies or Community Based Organization to provide workshops or services to ELL parents.

The needs of the parents are evaluated through interviews and conversations during parent/Teacher conferences, phone conversation or at events that regularly take place at the school.

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.

#### **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

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) |
|-------------------|----------------------|-----------|-----------------|
| Jeanette Vargas   | Principal            |           | 12/1/13         |
| Alfonso Delgado   | Assistant Principal  |           | 12/1/13         |
| Tabitha Brugman   | Parent Coordinator   |           | 12/1/13         |
| Marie Dawes-Smith | ESL Teacher          |           | 12/1/13         |
|                   | Parent               |           |                 |
| Samantha Mosca    | Teacher/Subject Area |           | 12/1/13         |
|                   | Teacher/Subject Area |           | 1/1/01          |
| Raphael Ossorio   | Coach                |           | 12/1/13         |
|                   | Coach                |           | 1/1/01          |
| Eunice Adeghe     | Guidance Counselor   |           | 12/1/13         |
|                   | Network Leader       |           | 1/1/01          |
|                   | Other                |           | 1/1/01          |

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 11x289 School Name: Young Scholars Academy

Cluster: 6 Network: 608

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

### **Part A: Needs Assessment Findings**

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

Our schools population comprises of 6.27% od English Language Learners (22 Ell's). The majority of the parents are spanish speakers (15 out of 22). Young Scholars Academy uses information from the 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 interpretation 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. The Parent Choice Survey is evaluated to find the language needs of the parents and work as a team to accommodate those needs. ESL teachers 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 . Communications sent home are translated from English to spanish all the time but we also need to transalate the documents for the families who speak other languages.

## Part B: Strategies and Activities

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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 vendors. To ensure that we provide the services 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 vendors. We have 7 staff members fluent in Spanish. In order to address the language needs of the parents of other languages we will contact the DOE's Translation Unit.

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 enrolling the primary language spoken by parent of each student.. If language spoken at home is not English, assistance will be offered in order to communicate effectively with each household. Parents will be advised that they may choose to rely on an adult friend/companion or relative for language interpretation services and if such is not available school will provide translation services. Copy of Parents Bill of Rights and Responsibilities which includes their rights regarding translation services will be given to parents in their language.



## 2013-14 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

| Part A: School Information   |             |
|--|-------------|
| Name of School: Young Scholars Acadmey   | DBN: 11x289 |
| This school is (check one):  |             |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:  |
| Total # of ELLs to be served: 24  |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 1  |
| # of certified ESL/Bilingual teachers: 1  |
| # of content area teachers: 0   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Young Scholars Academy is a Title 1 school with approximately 72% of students receiving free lunch. A analysis of student performance data shows that ELLS underperform all other students groups in ELA and secondly Mathematics. Percentage of ELL's who achieved proficiency level 3 and 4 during the 2011, 2012, and 2013 school year is as follows:

ELA: 0.0% in 2011, 0.0% in 2012 and 0.0% in 2013

Mathematics: 21.0% in 2011 , 14.0 in 2012 and 0.0% in 2013

The percentage of students attaining proficiency in the NYSESLAT for the last 3 years are as follows:

2011 - 5.0%, 2012 - 6.0% and 5% on 2013.

All ELLs are invited to our Title III after school program. All students regardless of proficiency level are invited to our Tuesday and Thursday Title III After-School Learning Lab. This will begin on February 25, 2014 and end on June 26, 2014 from 3:00pm to 5:00pm. This will be taught by our certified ESL teacher.

Our Saturday Academy will begin on January 25th, 2014 and will run through May 24, 2014, from 9:00am to 12:00pm. 1 1/2 hour dedicated to each subject namely ELA and Mathematics. The certified ESL Teacher will work with beginner, intermediate and advanced level ELL students. Small group instruction will be conducted with the following methodologies: Small Group Instruction in reading skills and strategies - decoding; grammar skills to help in all content areas, books on tapes; computer program (Starfall). A supervisor will be paid out of Title III funds May 3, 2014- May 24, 2014, since this will be the only program running in the school during that time.

The Title III afterschool and Saturday program for ELLs will use i-Ready Diagnostic and instruction program. The reading and math program are designed for students who are struggling and are in need of remediation as well as those students who need to be challenged further. The goal for i-Ready program is to address gaps in student's skills through the use of a computer program, literature and direct instruction in reading skills. The i-Ready program is built with the Common Core in mind. The on-line program diagnoses student challenges, delivers automated, individualized instruction and monitors students' progress. Reports are available for teachers with an action plan for individual and group instruction. Progress monitoring provides immediate insight into student performance

## Part C: Professional Development

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Since pedagogues have the responsibility to improve student performance and assist in language acquisition, we continue to focus all instruction with the common core in mind aligning same with citywide instructional expectations. Our professional development workshops for teachers will continue weekly throughout the school year. Listed below are workshops that have been conducted by various members of our staff along with workshops that are scheduled for all staff members.

- \* Advance - September 2013 - Young Scholars Academy Staff
- \* 2013-14 Citywide Instructional Expectations - September 2013 - Young Scholars Academy Staff
- \* Measure of Student Learning - September 2013 - Young Scholars Academy Staff
- \* Data Analysis - October 2014 (and through out school year) Literacy Coach/ESL Teacher/Assistant Principals
- \* Adolescent Learner - January 2014 - Young Scholars Academy - Principal
- \* Word Generation - December 2013 - Young Scholars Academy - Principal
- \* Depth of Knowledge - DOK - September - May 2014 Young Scholars Academy -Literacy Coach/AP/Principal/ESL Teacher
- \* Quality Instruction/Quality Questions/ Student Engagement - January 2014 - Young Scholars Academy
- \* "Supporting ELL's in Developing Academic Language in the Common Core: The Promise of Complex Texts" - January 2014 - NYCDOE - Brooklyn (Title III ESL teacher attended)
- \* "Brain Research: Keeping ELL's in mind" - 4 Days (March 18, April 8, April 30 and May 1)-NYCDOE-OELL (Title III ESL teacher attending)

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

### Part D: Parental Engagement Activities

Begin description here:

In order to increase parental engagement and involvement, Parent Coordinator, Administrators, staff have and will continue to provide for parents the following activities during the 2013-2014 school year

- \* Workshop - "Parents as Partners- Helping parents of ELL's - Strategies to assist during Parent Teacher Conferences - October 9, 2013 - (5:30 - 6:30) ESL Teacher - Provider
- \* Workshop - "Understanding NYSELLAT - Progress for ELL's" - April, 2014 (5:30 - 6:30) (DTD)- ESL Teacher - Provider
- \* Workshop - "Understanding the demands of the New York State ELA and New York State Mathematics Exam for Parents of ELL's - March 5, 2014 (5:30 - 6:30) - ESL Teacher Provider
- \* Translate all documents and provide interpretation during meetings and events as needed
- \* Provide written and verbal progress reports to parents 4 times a year in between report cards
- \* Parent Coordinator to provide training to parents on ARIS, Jupiter Grades
- \* Invite parents to participate in celebrating academic achievement of their children: National JHS, Honor Roll, and Award Assemblies
- \* Schedule parent meeting with flexible schedules if needed, to share information about schools programs and give opportunities to parents to give voice to their needs.

Parents are informed of all workshops via monthly calendars mailed home, weekly reminders given to students along with phone blast using the School Messenger System..

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries<br>(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> |                 |   |
| Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>                         |                 |   |
| Supplies and materials  |                 |   |

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category  | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul> |                 |   |
| Educational Software (Object Code 199)   |                 |   |
| Travel   |                 |   |
| Other  |                 |   |
| <b>TOTAL</b>   |                 |   |