

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: YOUNG SCHOLARS' ACADEMY FOR DISCOVERY & EXPLORATION
DBN (i.e. 01M001): 16K636
Principal: TAKEEMA ALLEN
Principal Email: TALLEN3@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: PETRINA PALAZZO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Takeema Allen	*Principal or Designee	
Elisha Carlos	*UFT Chapter Leader or Designee	
Dashun Duran	*PA/PTA President or Designated Co-President	
Grenella Jones	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Andrea Stiga	Member/ Parent	
Sonia Khadu	Member/ Parent	
Jimelle Fraser	Member/ Parent	
Nichole Wright	Member/ Teacher	
Chris Altiery	Member/ Teacher	
Melisa Wise	Member/ Teacher	
Jasmine Tolbert	Member/ Parent	
Mariely Sanchez	Member/ Parent	
N/A	Member/ N/A	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, all teachers (T=16) will have begun or deepened the integration of the Common Core Learning Standards for 3b and 3c as evidenced by administrative observations and professional development activities utilizing the Danielson Framework for Teaching, resulting in 80% of the teachers rated effective and highly effective on end of the year ratings in those domains.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Young Scholars' Academy for Discovery and Exploration's (YSADE) began its sixth year of operation in September, 2014. YSADE conducted a needs assessment in December 2014 to best determine the use of school resources to increase student achievement. The assessment concentrated on four major areas -- Curriculum and Instruction, Professional Development, Parent Involvement, and Student Support Services. The data points used to carry out the needs assessment are the: 2013-14 NYSTART Aggregate Reports for ELA and Mathematics, November 2014 Fountas & Pinnell Reading Levels, 2013-14 NYCDOE Progress Report/Learning Environment Survey, and ATS Register & Exam Report data and School Snapshot.

School Wide Findings

The small size of Young Scholars Academy for Discovery and Exploration (185 students) provides an opportunity for staff to know students and families on an individual basis. The staff is able to assess academic and social needs for each student more efficiently and thoroughly than could be done in a larger school. Demographically, YSADEs student population is 58 % Black, 37% Latino, 2% Asian, and 2% White. Twenty (20) % of our students have IEPs, 20% are Students in Temporary Housing, and 9% are ELLs.

YSADE takes pride in its welcoming atmosphere and orderly environment. Halls are decorated with student work, inspirational poems, accomplishments and slogans as visual reinforcement of expectations. The school was established in September 2008 and instituted a number of practices to promote high academic achievement and behavioral expectations. These practices include school-wide enrichment clubs, honor society, a character education program, monthly town hall meetings with students & guidance staff, and an aquatics program for second graders.

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

One of YSADE's major challenges is finding more effective ways to service students who live in Temporary Housing (STH). Our school is within the zone of 10 shelters and our STHs currently make up 20% of our student population. Our ability to serve STH students is hampered consistently by the unpredictable time frame that they are enrolled in and/or discharged from YSADE. While we have maintained high attendance for most of our students we are still concerned about those with less than 90% attendance rate and are continuing efforts to have

all students present for instruction.

Curriculum & Instruction

YSADE's November 2014 Fountas & Pinnell Class Profiles of Reading Levels showed that, 13 % of 1st Grade students, 45% of 2nd Grade students, 95% of 3rd Grade students, 72% of 4th Grade students, and 33% of 5th Grade students were on grade level or above. The 2013-14 School Quality Guide indicated that YSADE is Meeting the Target in Student Progress and Student Achievement.

Our 2013-14 NYSTART ELA data shows our students received the following scores on the NY State ELA Exam:

ELA	Level 1	Level 2	Level 3 & 4
Grade 3 (current 4 th)	23% (6 students)	46% (12 students)	31% (8 students)
Grade 4 (current 5 th)	27% (6 students)	55% (12 students)	18% (4 students)
Grade 5	17% (3 students)	55% (10 students)	28% (5 students)

Among our Students with Disabilities, 0% scored Level 3 or above in Grades 3-5. Of our five English Language Learners, one received a Level 3, two received Level 2's and two performed at a Level 1.

Our 2013-14 NYSTART Math data shows our students received the following scores on the NY State Math Exam:

Math	Level 1	Level 2	Level 3 & 4
Grade 3 (current 4 th)	26% (7 students)	48% (13 students)	26% (7 students)
Grade 4 (current 5 th)	57% (13 students)	26% (6 students)	17% (4 students)
Grade 5	28% (5 students)	44% (8 students)	28% (5 students)

Among our Students with Disabilities, 0% scored Level 3 or above in Grades 3-5. Of our six English Language Learners, two received a Level 3's, one received a Level 2 and three performed at a Level 1.

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

The implementation of the Common Core Learning Standards and the Citywide Instructional Expectations emphasizes proficiency in non-fiction writing and critical thinking. This is an area we are seeking to improve student performance. Curriculum maps and professional development offerings have been updated to reflect the new standards.

Our Junior Great Books program is in place to enhance students' critical thinking and literacy skills. We are continuing our Million Page Challenge (MPC) this year. The purpose of MPC is to build students' reading stamina through Independent Reading from grades K-5. The goal is to have the entire school read a million pages by the end of the school year. We have implemented the "Strive for Twenty-Five" accountability system for students to monitor their progress in the MPC. The Assistant Principal manages the record keeping weekly in a public space and students keep logs of their individual progress.

Students are assessed upon entry into our program. Teachers assess students' reading progress on a six to eight week cycle using the Fountas and Pinnell Assessment Kit, conferring notes and informal running records.

In math, Grades K-5 teachers administer unit pre and post tests and unit performance tasks from Go Math to assess student progress.

We use both push-in and pull out services for our most needy students for literacy and math.

AIS support is provided in literacy and mathematics. We currently offer an after school AIS program for literacy and mathematics two days per week that will last for the duration of the school year. Our RTI/SIT team plans and supports teachers with Tier I and Tier II interventions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Establishment of the CCLS Team that examines task requirements and monitors student work for alignment with the CCLS, Meetings take place every Tuesday and the two Common Core Fellows turnkey information from DOE session on CCLS and task alignment. Student work is submitted and assessed for alignment and areas of improvement.

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

1. Providing teachers with professional development through a variety of methods and people in the knowledge and implementation of the CCLS.

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

1. Curriculum unit and maps will be examined and adjusted to align with the CCLS three times per year formally and revised as needed based on new information. Learning Walkthroughs and feedback to teachers for instructional improvement will be aligned with CCLS as applicable.

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

Administrators will conduct six observations for each teacher using the Danielson Framework and provide actionable feedback on applicable competencies. Administrators and teachers will provide weekly professional development sessions based on feedback from teachers about their needs, CCLS, and student performance trends. The development is provided through PD Mondays, Lunch & Learns, grade meetings, in-class demonstrations, and professional development half-days. Targeted support is in place for our inexperienced teacher and for the 4th

Grade where we see a downward trend in student achievement.

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

1. School Wide Program, Tax Levy and Title 1 funds will be utilized to pay per session and hold professional development sessions for the entire staff.
2. Teachers will participate in lunch and learns at least once a month, and they will participate in after school lesson planning on the Common Core curriculum every Friday after school for two hours from 3- 5 p.m.
3. PD Mondays will be provided four times a month. This will provide them with time to analyze student work and data gathered from observations.
4. Observation data will be used to link the professional development opportunities offered, as well as, in-house support provided by colleagues.
5. Administration will create and follow a schedule for teacher observations/feedback using the Framework.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students in Kindergarten – Grade 5 (S=185) will demonstrate mastery of the Common Core Learning Standards as evidenced by a 7-10% increase for 24.2% of students scoring 3 or 4 on the NYS Mathematics assessments (upper grades) and grade level on ECAM (early childhood)as evidence by the data.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our 2013-14 NYSTART Math data shows our students received the following scores on the NY State Math Exam:

Math	Level 1	Level 2	Level 3 & 4
Grade 3 (current 4 th)	26% (7 students)	48% (13 students)	26% (7 students)
Grade 4 (current 5 th)	57% (13 students)	26% (6 students)	17% (4 students)
Grade 5	28% (5 students)	44% (8 students)	28% (5 students)

Among our Students with Disabilities, 0% scored Level 3 or above in Grades 3-5. Of our six English Language Learners, two received a Level 3's, one received a Level 2 and three performed at a Level 1.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

- A. Monthly and weekly teacher team meetings are in place at YSADE. Teachers use data collection results to create differentiate instruction and provide services to meet students' needs. Students needing academic intervention are identified and their needs are addressed accordingly. Grade teams create curriculum maps based on the Common Core Learning Standards, professional development, and students' academic needs.
- B. In math, Grades 3-5 teachers administer unit pre and post tests and unit performance tasks from Go Math to assess student progress and refer to the data to increase overall achievement in areas of difficulty.
- C. Utilizing both push-in and pull out services for our most needy students for math.
- D. AIS support is provided in mathematics. We currently offer an after school AIS program for literacy and mathematics two days per week that will last for the duration of the school year.

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

1. Math Coach, Teacher Teams, Afterschool

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

- A. Curriculum unit and maps will be examined and adjusted to align with the CCLS three times per year formally and revised as needed based on new information. Learning Walkthroughs and feedback to teachers for instructional improvement will be aligned with CCLS as applicable.
- B. Grades K-5 teachers administer unit pre and post tests and unit performance tasks from Go Math to assess student progress.

4. Timeline for implementation and completion including start and end dates

1. September – May 2014 State Exam

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

- A. Weekly teacher team meetings are in place at YSADE. Teachers use data collection results to create differentiated instruction and provide services to meet students' needs.
- B. Students needing academic intervention are identified and their needs are addressed accordingly.
- C. Grade teams create curriculum maps based on the Common Core Learning Standards, professional development, and students' academic needs.
- D. In math, Grades 3-5 teachers administer unit pre and post tests and unit performance tasks from Go Math to assess student progress.
- E. We use both push-in and pull out services for our levels 1 & 2 students in math.
- F. AIS support is provided in mathematics. We currently offer an after school AIS program for mathematics two days per week that will last for the duration of the school year. School Wide Program, Tax Levy and Title 1 funds will be utilized to pay per session and hold professional development sessions for the entire staff.
- G. Teachers will participate in lunch and learns at least once a week, and they will participate in after school lesson planning on the Common Core curriculum every Friday after school for two hours from 3- 5 p.m. Lunch and Learns will be provided four times a month. This will provide them with time to analyze student work and data gathered from observations.
- H. Observation data will be used to link the professional development opportunities offered, as well as, in-house support provided by colleagues.
- I. Administration will create and follow a schedule for teacher observations/feedback using the Danielson Framework.
- J. The Math Coach provides job embedded professional development for teachers. Monthly professional development sessions are based on feedback from teachers about their needs, CCLS, and student performance trends. The development is provided through Lunch & Learns, grade meetings, in-class demonstrations, and professional development half-days. Individualized data will be used to identify math competencies that need emphasis and target individual students and areas of growth.
- K. Targeted support is in place for our inexperienced teacher and for the 4th Grade where we see a downward trend in student achievement.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are being informed of curricular changes and provided information about strategies to support their children's ability to meet

performance goals through the PA, Town Hall meetings, and Family Fun Nights such as Math Family Night.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

X SWP- School Wide-Program

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students in Kindergarten – 5th Grade will improve their ability to write expository and argumentative text in alignment with the Common Core Standards as evidenced by a 5% increase in students attaining Level 3 or 4 on the NYS English Language Arts assessment from 25% in 2013-14 to 30% in 2014-15.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

YSADE's November 2014 Fountas & Pinnell Class Profiles of Reading Levels showed that, 13 % of 1st Grade students, 45% of 2nd Grade students, 95% of 3rd Grade students, 72% of 4th Grade students, and 33% of 5th Grade students were on grade level or above. The 2013-14 School Quality Guide indicated that YSADE met the Target in Student Progress and Student Achievement.

Our 2013-14 NYSTART ELA data shows our students received the following scores on the NY State ELA Exam:

ELA	Level 1	Level 2	Level 3 & 4
Grade 3 (current 4 th)	23% (6 students)	46% (12 students)	31% (8 students)
Grade 4 (current 5 th)	27% (6 students)	55% (12 students)	18% (4 students)
Grade 5	17% (3 students)	55% (10 students)	28% (5 students)

Among our Students with Disabilities, 0% scored Level 3 or above in Grades 3-5. Of our five English Language Learners, one received a Level 3, two received Level 2's and two performed at a Level 1.

Instructional Strategies/Activities

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

1. Strategies/activities that encompass the needs of identified subgroups

- a) Literacy coach will work with teachers to identify students who need additional support in acquiring mastery of standards. After identification, the coach will customize interventions based on feedback from work with groups of identified students and provide demonstration lessons and professional development to teachers to support the students' learning. Teachers track student progress in data binders. Teachers, the coach and/or administrators analyze the data on data days and one-to-one conferences to monitor practices & progress. If needed, course correction is prescribed.

- b) Teachers will use individualized data points to differentiate instructional strategies and align lessons with the Common Core Learning Standards.
- c) Level 1 and 2 students will receive Academic Intervention Services using Exemplars to address deficiencies.
- d) Targeted interventions for general and special education students in upper grades where Mathematics data indicates a decline in student performance.
- e) School Wide Program, Tax Levy and Title 1 funds will be utilized to support teachers around the implementation of the new ELA core curriculum, Ready Gen.
- f) Teachers will utilize grade meetings and teacher teams to look closely at the curriculum and student data in order to surface gaps in instruction, as well as, align their daily lessons to instructional targets.
- g) Teacher Leaders, administration and the coach will facilitate targeted professional development in growth areas during *Lunch and Learns* (once a week) and after-school development sessions.
- h) Our highest need students (Level 1s and 2s) will be invited for AIS after school sessions.
- i) By June of 2015 the school leader will implement a system for teachers to peer-observe and provide each other with feedback based upon the Danielson rubric as evidenced by an increase in the number of students scoring proficient on the NYS ELA exams.

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

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

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

- 2. Curriculum unit and maps will be examined and adjusted to align with the CCLS three times per year formally and revised as needed based on new information. Learning Walkthroughs and feedback to teachers for instructional improvement will be aligned with CCLS as applicable.
- 3. Student writing will be assessed using common rubrics. The baseline writing piece used school-wide is the NYC Baseline Writing Performance Assessment. During data time teacher teams will meet to analyze student writing to identify trends and adjust instruction based on deficiencies.
- 4. Tracking the Fountas and Pinnell reading levels is useful when looking at writing since generally writing improves as reading levels increase. Students not on grade level in reading will receive targeted AIS instruction in reading and writing through differentiated guided

reading and writing groups. AIS students will rotate on a 8 week basis based on data.

4. Timeline for implementation and completion including start and end dates

September 2014-June 2015

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

- Teachers will utilize weekly 50 minute grade meetings twice a month, and weekly teacher team meetings to look closely at the curriculum and student data in order to surface gaps in instruction and align their daily lessons to instructional targets.
- Teacher Leaders and the literacy coach will facilitate targeted professional development in growth areas during *Lunch and Learns* and after-school development sessions.
- Teachers will also set individual student goals based on the baseline Fountas & Pinnell reading levels. Student progress will be tracked quarterly to inform instructional decision-making and next steps.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parent Coordinator conducts parental and community outreach visits, and holds regular events that help parents obtain resources and knowledge so they can be partners in supporting student achievement. The library will reopen with active parent volunteers and students will be allowed to take out books.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June, 2014, based on our Learning Environment Survey data and parent verbal & written feedback, we will increase parental involvement by 15% in school wide activities. Our 2013-2014 participation rate of 35% will increase to a 50% participation rate for 2014-15, as evidenced by sign-in sheets and meeting minutes.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

At this time we are seeking to strengthen our relationship with the shelters so that we can provide the most effective support possible for our families. Our Parent Coordinator makes it a priority to get to know the families in a holistic fashion, including home visits, to find ways to engage parents as partners in their child's learning and academic activities.

Parent engagement opportunities have dramatically increased for the 2014-15 school year with the Department of Education's mandate of parental involvement time every Tuesday afternoon. YSADE staff members are also leading parent engagement workshops weekly on academic, social and health related topics.

Instructional Strategies/Activities

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

• Strategies/activities that encompass the needs of identified subgroups

- Annual Kick Off event every September to encourage family participation for the upcoming school year.
- The Parent Newsletter and Monthly Calendar keep parents informed of activities, event, and strategies to support their children's learning.
- The Parent Coordinator, Parent Association, and other school staff, i.e. teachers, administrators host and lead parent workshops..
- Parent Coordinator provides parents with external resources to support family needs with a particular focus on STH and high needs families.
- Integrate parent concerns in the SLT meetings

• Key personnel and other resources used to implement each strategy/activity

A. Our Parent Coordinator maintains copies of event attendance sheets and meets with parent leaders on a monthly basis to discuss progress around and strategies to increase parent engagement

• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

B. Our Parent Coordinator maintains copies of event attendance sheets and meets with parent leaders on a monthly basis to discuss progress around and strategies to increase parent engagement. Our Parent Coordinator is responsible for implementation and

monitoring of school-wide parent initiatives.

C. Parents Association is very active and continues to work with school staff to improve YSADE. The PA initiated a signed contract with parents to attend a minimum of two PA meetings during the school year to increase parent involvement.

• Timeline for implementation and completion including start and end dates

1. September 2014- June 2015

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

1. We continue to use our Town Hall meetings as a method to involve parent in school decisions. The School Leadership Team is the primary method for parents to be involved in the school decision making process. Translation services will be available for parent-teacher and school-wide meetings. School calendars will also be translated for non-English speaking parents.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Our Parent Coordinator continuously makes outreach visits, provides information to parents about resources, and seeks ways to engage parents. The school community is working to find opportunities for all parents to become more involved in their child's academic activities. At this time we are seeking to strengthen our institutional relationships within the community so that we can provide the most effective support possible for our STH families. "Families as Learning Partners" is held the last Friday of each month. This program that welcomes parents to participate in classroom teaching and learning. Parents are also invited to informal "coffee chats" with the principal on that day. Town hall meetings, SLT, parent workshops, Phone Messenger are all strategies to increase parent participation.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, overall student attendance will increase by 2% in 2014-15 as measured by the ATS attendance report.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The attendance rate at YSADE averages 92%. Four percent of the students have been absent 20 days or more, of those 7 out of the 8 are in the early grades. In response to these findings, parent workshops, newsletters, phone calls and meetings have all stressed the importance of attending school daily with the emphasis that good habits start early.

Instructional Strategies/Activities

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

D. Strategies/activities that encompass the needs of identified subgroups

- A) Attendance Team Meetings:** The Attendance team will hold monthly meetings to discuss student attendance and identify patterns and trends with individual scholars and families.
- B) Monthly Incentives:** These incentives are meant to encourage students to come to school regularly and are applied if a student has perfect attendance or has shown significant improvement for a particular month. Some examples are monthly movie, pizza parties, or other incentives and a bulletin board recognizes perfect attendance for that month by class. At the end of the year, School Wide Program, Tax Levy and Title I funds will be utilized to fund a Perfect Attendance school trip for 95% or above.
- C) Telephone calls/Home visits:** Family phone calls and letters will be generated based as soon as a student is absent for two consecutive days or twice in one month. Parents will have a mandatory meeting with the attendance team, at the school to explain the importance of attendance. Parents will be educated and understand the need to get their child in school on time every day. Afterwards, Parents will sign a contract ensuring they their child's attendance will improve otherwise appropriate measures will be taken. Especially in cases where there are egregious absences, homes are called in order to enlighten students and parents about the importance of attending school. In extreme cases, members of the attendance team will make home visits for the same purpose. When a child is consistently absent from school, appropriate agencies are contacted so that they can help rectify the problem.

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

- Principal, Assistant Principal, Attendance Teacher, Parent Coordinator, Guidance Counselor, Pupil Personnel Secretary
- OTPS funds will be utilized to purchase attendance awards and certificates to recognize students at our monthly town hall meetings.

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

- A) Identify students with attendance rates in the below 90%; a 5% improvement in the attendance rate of targeted students in the Jan-June 2015 period in relation to their attendance rate from Sept-Dec. 2014.
- B) A monthly increase in the percent of students attaining perfect attendance.
- C) An improvement in the monthly attendance rate of targeted students.

G. Timeline for implementation and completion including start and end dates

- December 2014 through June 2015

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

- Monthly Attendance meetings with the Attendance Committee to analyze data of the school and individual students for chronic absenteeism and tardiness. Data to show parents their child's attendance, and parent contracts.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parent Phone calls and letters are sent to parents to encourage attendance awareness. Mandatory meetings with the parents will be held at school to make sure that they are aware of the importance of attendance and how it affects the education their child receives.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Junior Great Books; Rally (MC/Writing), Test Ready, and Guided Reading are provided to children in grades 1 – 5 th FUNdations is provided for our K-2 nd grade students.	Whole Group, Small Group, One-on-One, tutoring, Afterschool	During the school day, Extended Learning Time, After School
Mathematics	We have a concentrated focus on mathematics twice per week.	Whole Group, Small Group, One-on-One, tutoring, Afterschool	During the school day, Extended Learning Time, AIS A concentrated focus is on mathematics twice per week and each classroom teaches the subject in the morning.
Science	Science will be covered by the classroom teacher as well as the Science Cluster teacher. There are also science related enrichment clubs geared toward learning about and raising plants and animals.	Whole group, small group	During the school day
Social Studies	Fourth grade students will receive push-in services once per week during Social Studies or ELA in the content area instruction.	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	On site Mental Health Clinic provides services to at-risk students. A Girls Group is run by the satellite mental health clinic for targeted students. A social skills group targeting scholars that have needs in the areas of organization, socialization, coping skills, etc. The nurse conducts the Open	Small Group, one-to one, as needed	During the school day Takes place once in the Fall and once in the Spring during the school day.

	Airways Program twice a year to educate severely asthmatic students in ways to help control their asthma and live active lifestyles.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

Teachers do inter-visitations and collaborate on Friday afternoons to co-plan using the new Core Curriculum.

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).

Six out of 15 teachers are involved in the Teacher Leadership Program, where they hone their skills as teacher leaders, turn-key important information to staff, and facilitate/lead teacher teams. Teachers in Pre-K participated in the CCLS PD to help ensure that they are preparing students for success in Kindergarten. All staff members are engaged in network- and DOE-led professional development series. Teachers turn-key all of the PD's that they have attended to the rest of the staff to ensure that everyone is up to date with the latest findings.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

These funds are utilized to maintain open and clear communication with our families. Some ways that we achieve this is through School Messenger, monthly calendars, monthly classroom newsletters, school wide Town Hall meetings, student Communication Folders, PTA meetings, and Parent Workshops. This year we also created an at-risk social skills group with our satellite mental health clinic to better address some of the specific needs of our high-needs populations, i.e. students in temporary housing.

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.).

Pre-K teachers meet once a week in teacher teams to align curriculum with the kindergarten teachers and assist in transitioning methods including daily activities, records/information, early intervention methods, parental involvement, and basic social skills.

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.

Teachers meet in teacher teams and in the instructional team, once a week, to gather and interpret data, provide/attend professional development on the needs based on the data, and provide collaborative best practices and feedback to colleagues.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will 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.

DBN: 16K636

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$155,299.32	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$953,622.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 16	Borough Brooklyn	School Number 636
School Name Young Scholars'Academy for Disc. & Explo		

B. Language Allocation Policy Team Composition [i](#) 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 Takeema Allen	Assistant Principal type here
Coach Melissa Wise/Literacy	Coach Jimelle Fraser/Math
ESL Teacher Fe Montarde	Guidance Counselor
Teacher/Subject Area type here	Parent Neisha Seelal/ PTA President
Teacher/Subject Area type here	Parent Coordinator Taron Pollard
Related Service Provider Priscilla Alvarez/SETSS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	179	Total number of ELLs	15	ELLs as share of total student population (%)	8.38%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1		1	1								5
SELECT ONE														0
Total	1	1	1	0	1	1	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	15		1	0	0	0	0				15

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	15	0	1	0	0	0	0	0	0	15
Number of ELLs who have an alternate placement paraprofessional: _____										

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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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	
TOTAL	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	4	2	4	1	1	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														0
TOTAL	4	2	4	1	1	3	0	15						

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)					1	1								2
Intermediate(I)						2								2
Advanced (A)	4	2	4	1										11
Total	4	2	4	1	1	3	0	0	0	0	0	0	0	15

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4					0
5	2				2
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	1								1
4				1					1
5		3							3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4						1			1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 The classroom teachers use the K-3 ECLAS 2, Teacher's College Assessment for K-5 and Running Records as needed to assess the early literacy of the students including ELLs. They assess the students on an on-going basis. The results shows the ELLs' different reading levels. In grades K-2, four+3- ELLs read below level A, two ELLs are level A readers, one level D. This data points to a need

for intense reading instruction for ELLs. The ESL teacher collaborates with the classroom teachers for consistency of instruction and to ensure that these students will meet the learning standards and read on grade level. She delivers reading instruction with emphasis on alphabet recognition and phonics using the Hampton Brown set of materials that include alphabet cards with pictures and books on tapes. Each song emphasizes a letter of the alphabet with corresponding Big book to enable the ELLs to associate the sound with the letter and pictures. The ESL teacher uses technology through starfall.com and Rosetta Stone to reinforce the language and alphabet that is taught during the day.

The LAB-R is the basic assessment tool used for ELLs to determine their English proficiency level as they first enter the NYC public school. This year's LAB-R showed that most Kindergartens are at an intermediate level. However, the new arrivals are beginners. Therefore, instruction should focus on language development and vocabulary for upper grades. Kindergarten and first grade lessons should focus on alphabet recognition, sight words and phonics. In as much as the school has only a very few ELL population, there is no Periodic Assessment administered to these ELL. However, during the year, the ESL teacher uses authentic assessment such as Daily Observation, Performance Assessment, and Class Portfolio.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R is the basic assessment tool used for ELLs to determine their English proficiency level as they first enter the NYC public school. This year's LAB-R showed that most Kindergartens are at an intermediate level. However, the new arrivals are beginners. Data from the LAB-R showed that most Kindergartens are at an intermediate level and the newcomers are beginners. The Spring 2013 NYSESLAT revealed that majority of the ELLs moved one level up in English proficiency. Overall, students are in Advanced level, (e.g. Intermediate ELLs became Advanced but some Advanced remained advanced). One student is a beginner.

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](#))

All ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) in Spring to measure their progress. However, the Spring 2013 NYSESLAT results are not available on the RNMR at this time.

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

NYSESLAT results showed that most of the ELLs moved up to intermediate and advanced level across grades. Those ELLs whose reading level is below grade level and newly arrived ELLs struggle in the reading tests. However, two newly arrived ELLs who are beginners in the English language perform well in the Science and math test which is in the native language. The school did not sign up for State Periodic Assessment for ELLs.

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](#).)

The school uses Fountas and Pinnel to determine who are the students who need intervention. Based on that assessment, school provides intensive intervention for all students including ELLs. Within the RTI framework, Tier 3 students are provided with more frequent intensive intervention.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instructional decisions for ELLs are geared towards language development in that the classroom teachers of ELLs and ESL teacher provides differentiated instruction based on their language proficiency level. The certified ESL teacher, the SETTS, the AIS and the classroom teacher will provide direct and supplemental language instruction to ELLs.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the school's program for ELLs are measured in the achievement of the targeted goals for the school year in terms of the parents' active response and participation in school, improved basic skills and English language proficiency of ELLs. One measure is the progress of individual student's proficiency level. So far, the spring 2013 NYSESLAT result showed that all ESL students except one newly arrived student and one SWLD, move one level up in language proficiency. Out of 15 ELLs, 11 students scored advanced in the 2013 NYSESLAT. Another measure is the parents' active response to survey and participation in school activities. Their active participation enables them to help their own child improve language and academic skills..

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](#).)
The ELLs are identified through the Home Language Identification Survey (HLIS) forms which are filled out during the school registration process. On the first day or week of school year, some out of classroom teachers (i.e. teacher who speaks both English and Spanish, an ESL teacher or a trained pedagogue) assist in the registration and administration of the HLIS forms to make sure HLIS forms are filled out and signed. They conduct an informal oral interview in English and Spanish to a parent or guardian who registers the child. The ESL teacher then checks and signs all the HLIS forms and determines students who are LAB-R eligibles based on all these forms. In addition, reports are generated from the ATS to check students' eligibility for the ESL Program. These include the RLER reports, LAB-R eligibility list (LBR) for the newly admitted ELLs and the students eligible for the NYSESLAT (LAT). The ESL teacher checks the Home Language Survey forms and exam history of those students listed in the RLER report to confirm eligibility.
Testing of the short LAB-R (Form B) has to be done within 10 school days of initial enrollment. If the child is unable to answer the first three questions of the LAB-R, the child is given the Spanish LAB (Form B) to determine proficiency level in the Spanish language. The ESL teacher hand-scores the LAB-R and Spanish LAB documents to determine the child's language proficiency level for the newly admitted ELLs. Students who score at or above a state-designated level of proficiency (i.e above the cut-off scores) are placed in a regular class and Non Entitlement letters are sent home with the child. The students who score below the cut-off score for a grade are identified as ELLs and are ELL Program eligibles. Newly admitted eligible ELLs who only speak Spanish are evaluated in the native language, the Spanish LAB.
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.
After identifying newly entitled ELLs, the ESL teacher schedules a Parent Orientation. The ESL teacher sends Entitlement letters and invitation letters (translated in their native language) to Parents of newly identified ELLs. This is done within 10 school days of registration. Phone calls are made to confirm attendance to the orientation during which, the parents watch the orientation video in their preferred language (i.e Spanish, Chinese, etc.) to understand the information and the different program options (Transitional Bilingual, Dual Language, ESL Program) available. After watching the video, the ESL teacher discusses and clarifies further with parents the three program options to choose. She further discusses additional information stipulated in CR Part 154. in relation to the program options. The bilingual Para and/or bilingual teacher assists in explaining and answering questions asked by the parents in the native language. Then, parents fill out the Parent Survey and Program Selection form; choose a program and rank them according to their preference for their children. As informed during the orientation, parents know that program option is good for one year. In the event that they decide to transfer ELL program for their children, parents have the list of all the schools that offer the Bilingual program or Dual Language program. Parents are informed that if the programs become available in the school, they will be notified through letters and phone calls
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 [\[see tool kit\]](#).)
Entitlement letters prepared for newly identified ELLs are photocopied before sending home to parents. Classroom teachers of these ELLs are informed of the letters sent so they can check and follow-up with parents. If parents of entitled ELLs don't come to the orientation despite several trials of phone calls and letters sent, the ESL teacher catches them early in the morning or at dismissal or send the Parent Survey and Program Selection Form home with the child and then schedule a telephone conversation if not one-on-one meeting to talk about the program options for the child and to make sure the parents understand and return the form. Parent Survey and Program Selection forms filled out and signed by parents during the orientation are kept in a compliance binder for record keeping.
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.

.As soon as the ESL eligibility is determined, the ESL teacher prepares the letters for ELL parents. (e.g. entitlement letter, continued entitlement letter, non entitlement letter, placement letter translated in native language). The teacher sends continued entitlement letters to the parents of ELLs who are eligible to continue receiving ESL services based on the NYSESLAT. Teacher schedules the ELL Parent orientation to parents of newly identified ELLs ; sends the entitlement letters together with the invitation letters (translated in their native language) for Parents' Orientation. This is done within 10 days of registration. Phone calls are made to confirm attendance to the orientation during which, the parents watched the orientation video in their preferred language (i.e Spanish, Chinese, etc.) to understand the information and the different program options (Transitional Bilingual, Dual Language, ESL Program) that are available. After the parents watch the video, the three program options are further discussed by the ESL Teacher. The PreK bilingual para also assist in explaining and answering in Spanish, the questions asked by the parents. The Parent Survey and Program Selection form are then distributed to the parents to fill out and choose which ELL program they want for their children. The ESL teacher informs the parents that YSADE only offers ESL program. Parents who chose TBE or DL programs are given a list of different Dual Language and Bilingual schools available in NYC. They have the option to transfer to a school of their preference and the program option is good for one year. They are informed that the school opens a Bilingual Program if there is a total of at least 15 ELLs in two contiguous grades as per CR Part 154. When parents of entitled ELLs don't come to the orientation despite several trials of phone calls and letters sent , the ESL teacher has to send the Parent Survey and Program Selection Form home with the child and then schedule a telephone conversation if not one-on-one meeting with them to talk about the program options for the child and to make sure these parents understand and return the form.

Based on the parent's option, placement letters that are translated in Spanish, are sent home to the parents of newly admitted ELLs. Copies of all these letters sent are kept in a compliance binder for record purposes. Copies are made for each child's file in the ESL class. In the event that the school does not have someone who speaks a language other than English for new admits, school contacts the Translation unit. When everything is done, e.g. letters are sent home and files were completed, ELPC screen in ATS has to be updated. This should be done within 20 days of school.

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.

Towards the end of school year in Spring, the ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their language proficiency progress. Within the NYSESLAT testing window, the school chooses a schedule for its administration. The ESL teacher makes a test schedule. Individual testing schedule is made. Testing letters translated in native language are set to parents informing them of the schedule of NYSESLAT administration in all the modalities in Speaking, Listening, Reading & Writing. The school chooses an out of classroom teacher who doesn't teach the ELL population to be trained to score the speaking part of the test that is administers individually. During the speaking test, the scorer awaits in the room while the ESL teacher pulls out the students individually for the test. As the ESL teacher administers the speaking test, the scorer scores the test and record result in the scoring sheet. The ESL teacher pulls out the students to administer the Listening, Reading and Writing by grade bands: K, 1- 2, 3-4, and 5-6 one day at a time. (e.g. K-5 Listening, K-5 Reading, K-5 Writing) Each grade band is tested by the ESL teacher. To make sure all ELLs take the NYSESLAT, the ESL teacher generates the NYSESLAT Eligibility Roster (RLER). This report lists all the students who are eligible for the NYSESLAT. Teacher also generates LAB-R Eligibility Roster(RLER) in case there are newly admitted students who are eligible for the test.. This is done to assure that all ELLs are tested with the NYSESLAT.

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. 
- For the past three years, Parent Survey and program Selection forms always showed that all parents of eligible ELLs chose ESL Program as their option # 1, Dual Language program as option #2 and Bilingual as option #3. Likewise this year, five out of five parents chose ESL as their option #1, Dual language Program and Transitional Bilingual Program as option 2 and 3 respectively. The ESL teacher kept a tally records of the parents' responses in the program Selection forms to determine and/or compare what program choice the majority of the parents want for their children. In so doing, school would be able to meet the parent's need and could offer options based on what the majority of the parents choose. Parents are given the list of schools that offer the Dual Language Program and Bilingual Program so they have the option to transfer if they need to, but all of them refuse to travel

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])?

The ESL program at Young Scholatr's Academy for Discovery & Exploration uses both Pull-out and Push-in model. The ELLs are picked-up from the classroom and provided differentiated ESL instruction according to grade and proficiency level. The grouping is based on grade and proficiency level, i.e. students in Kindergarten [Beginners (B) and Intermediate (I)] together, grades one and two (B/I); grades three and four (B/I), and/or grade 4/5 B/I. Advanced ELLs are also grouped by grade and proficiency level. The beginners and intermediate are provided 360 minutes of ESL instruction and 180 minutes for advanced.

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)?

Scheduling is very crucial. Service providers such as Speech teacher, AIS teacher, guidance & counseling provider, and SETSS make sure that schedule is arranged to avoid conflict with ESL. This is done to ensure that mandated number of minutes are provided. Beginning and intermediate ELLs are provided 360 minutes of ESL instruction and 180 minutes for advanced. They will also receive at least 180 minutes of ELA instruction in the classroom.

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.

The school's ESL program is designed to develop both the social and academic development of ELLs. Basic interpersonal communication skills of ELLs in English are developed through cooperative learning approach in pair or in small group. During push-in, the ESL teacher sits and work with the group of ELLs to reinforce the lesson using ESL methodologies. Since the school uses the Balanced Literacy Program across the grades, the ESL teacher works in collaboration with the classroom teachers of ELLs through conversations and meetings to assist the students in reading, writing and language development. The ESL teacher uses Thematic Unit in delivering the content area instruction in Science and Social Studies. She provides articulation forms/congruence sheets to classroom teachers to reinforce and align language, literacy and Math instruction which fosters academic language development and help students meet the demands of the Common Core Learning Standards. The ESL teacher delivers 100% English in providing differentiated instruction using TPR, hands-on activities and Language Experience Approach- i.e exposing them to speaking and listening activities during the read-alouds, playing & discussing books on tapes, phonics, and language patterns. The ESL teacher uses sheltered instruction- i.e. using English language instruction in teaching the content area topics more comprehensible to students with limited vocabularies. This includes using visuals, demonstrations and collaborative learning activities for the ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Knowing that a child speaks a language other than English based on the HLIS form, he will be appropriately evaluated in the native language. Newly admitted ELLs who speak Spanish are tested with Spanish LAB. Those ELLs in testing grades who are in the system for a year and will take the statewide tests are provided with test materials in their native language in Math, Science and Social Studies tests. The school sets aside funds to pay for an eligible bilingual-Spanish/Chinese individual who does the translation if necessary, in their native language or to order/purchase materials that are in their native language
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Basically, the ESL academic goal is to increase the development of speaking, listening, reading and writing skills of ELLs. This goal can be achieved through lessons and instruction that utilize cognitively challenging yet engaging activities in the classroom. The ESL teacher uses of schema building and text representation that enable students to weave new information into pre-existing structure of meaning and eventually transfer skills, recreate concepts and display language acquisition. The ESL teacher evaluates the ELLs through metacognitive strategies. i.e. self monitoring checklist, charts, rubrics and observation on a day-to-day basis and whenever a performance task is administered. This is done throughout the school year. Towards the end of the school year, the NYSESLAT is administered to evaluate the ELLs English proficiency in all the four modalities.
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).

Currently, we don't have SIFE students. However, if a SIFE student is enrolled, the school will follow the screening procedure stipulated in Appendix A of the BESIS. If a student is categorized as SIFE, those with a home language of Spanish will take the Academic Language & Literacy Diagnostic (ALLD) test for placement. The school will provide a very supportive environment that responds to the immediate social, cultural and linguistic needs of these students. The following may be provided: immersions in the English language, a buddy system with peers or classmate who can help the SIFE student adjust to the class activities, students and parents will be given access to support services in their native language, instructional materials/methods will be designed to accelerate the academic achievement such as phonics using the Wilson Foundation program. The ESL teacher will provide and continually reinforce concepts and language in academic instruction and integrate these concepts across content area lessons. ELLs who have less than three (3) years in the U.S. schools continue to receive 360 minutes of ESL services for beginners and intermediate, and 180 minutes for advanced level until they become English proficient and test out of the NYSESLAT. They receive at least 180 minutes of ELA in the classroom. The ESL teacher designs lessons that develop both their social and academic language through thematic lessons. Instructional materials and method are considered to help ELLs accelerate language acquisition and develop academic skills to be ready for the academic challenge ahead. The ELLs in the testing grades who, even if they've been in the Us for a year, have to take the statewide test in ELA and Math. They need the academic language to perform and meet the Common Core Standards. Therefore the ESL teacher has to prepare them to get ready for these tests in ELA and Math; teach them the academic vocabulary and language of the test; help them develop higher- order thinking skills through higher level questioning. They are also taught how to use the bilingual dictionary (word-to-word translation) that they could use during the content tests.

YSADE at this time, does not have ELLs who have been receiving 4 to 6 years of ESL services and the Long Term ELLs completed 6 years). However, if we acquire these ELLs in the future, we will pull out these kids in small group for differentiated ESL instruction. They will be referred for intensive Academic Intervention Services (AIS) where they will receive intensive literacy and language instruction. The ESL teacher will provide explicit instruction in the five components of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension. The ESL teacher informs the administration about the former ELL and make sure that ELLs who tested out of NYSESLAT will continue receiving additional academic support outside the classroom (e.g. AIS and other small group instruction other than ESL) while they continue to transition themselves into the regular mainstream class. Formers ELLs who are in the testing grades will continue to have testing accommodation, i.e. separate location and extended time and a half for two years after they test out.

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?
Instruction will adhere to the Common Core Learning Standards for writing, reading, informational text, reading literature and language. The ESL teacher employs scaffolding strategies that unpack the academic language found in informational reading and content area learning. To enhance ELL's Math skills, the ESL teacher brings the language of Math that they encounter during their daily math lessons. ELLs –WLDs are provided focused instruction in phonics and small group guided reading and writing. School provides academic intervention services (SETSS) to these students and providers do co-teaching. Teachers provide more language drills in oral and written forms, listening activities and test preps. The school uses the ReadyGen curriculum for ELA- literacy and

Ready Go for Math. Both of these are Common Core aligned programs that will help all the students access academic contents and accelerate academic language development. In addition, the ESL teacher collaborates with the classroom teacher of these ELL-SWLDs in planning a CCLS based- instruction that addresses language development. ESL lessons are aligned to ReadyGen and Go Math. where ESL teacher scaffolds the tasks across content area. Teachers model during nstruotional conversations that involve higher order questioning so that students will learn to initiate academic discourse among themselves.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWLDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

YSADE sets schedules for grade meeting to design lessons that address the needs of ELLs –WLDs. They are provided focused instruction in phonics and small group guided reading and writing. School provides academic intervention services (e.g. AIS, SETSS) to these students and providers do co-teaching. More language drills in oral or written forms, listening activities and test preps will be provided. During the literacy block, the IEP teacher performs small group instruction with designated ELL-SWLDs and the lowest one-third of the school population while the classroom teacher provides instruction with the regular class. In addition to the 360 or 180 mandated number of minutes provided by the ESL teacher, he SETSS provider pulls these ELL-SWLDs and provided 50 minute instruction daily. These students will also be served during the daily Extended Learning Time (ELT) Program every day from 3:15 to 6:00 p.m. The program targets these identified ELL-SWLDs and provided instruction with a bilingual staff. ELL-SWLDs are placed in the ICT class according to their IEP.

Courses Taught in Languages Other than English

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

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

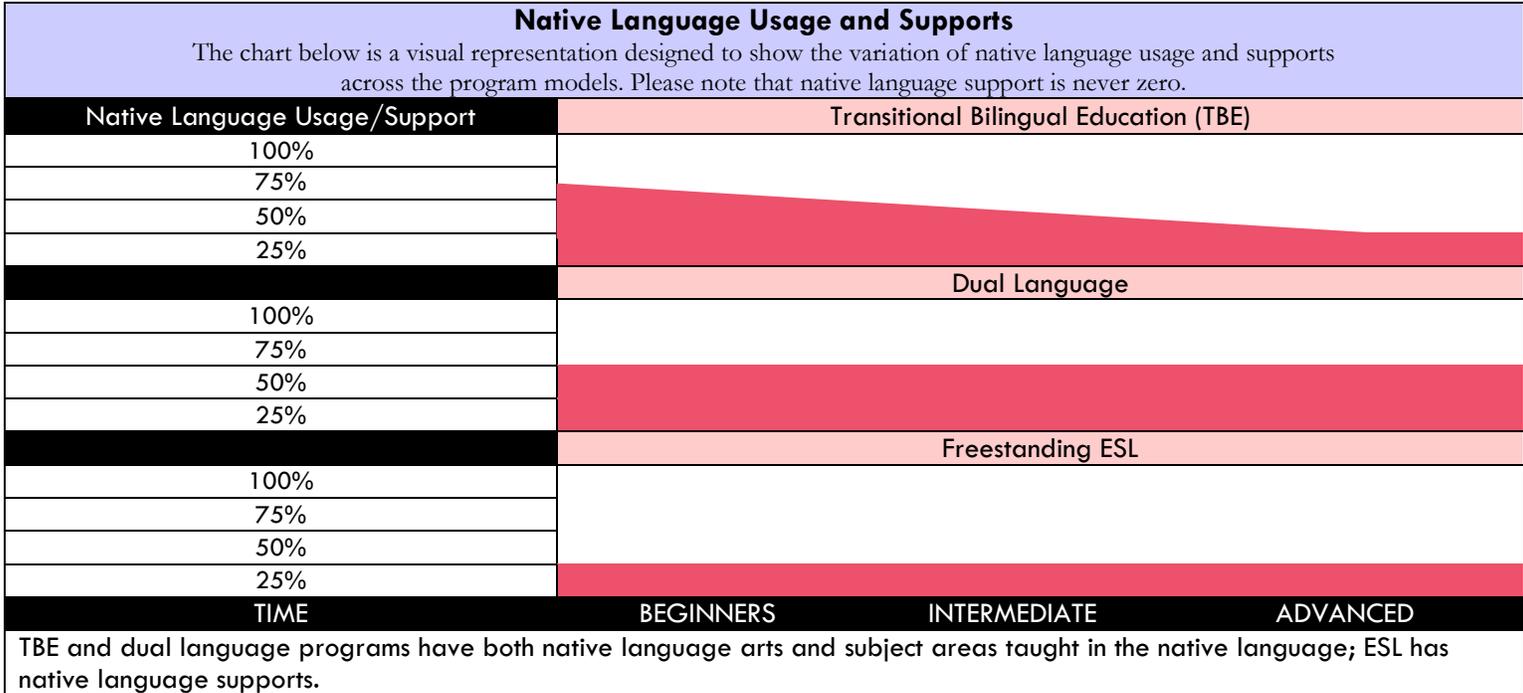
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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



B. Programming and Scheduling Information--Continued

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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL Program provides a nurturing environment to all ELLs to meet their needs. They are pulled out and serviced with academic differentiation as they continue to learn more academic vocabularies. Seeing the ELLs develop more vocabularies and improve their language proficiency indicates the effectiveness of the ELL program. It is effective in that planning and collaboration are the key to effective program in which ELLs gradually progress in developing more academic language. Classroom teachers use running records to evaluate the child's progress in reading. The use of the ReadyGen and Go Math curriculum allows the teachers to help the students access the content and language development as well as Math. The scaffolded instruction serves as the avenue for slow paced learners and ELLs to cope with the high expectations of Common Core curriculum and standards which are designed to address both the skills development in reading, writing and math. The ESL teachers support the classroom teachers and provides supplemental instruction in ReadyGen and Go Math using ESL strategies. Classroom teachers are aware that they are teachers of ELLs in the sense that they use ESL strategies that are applicable to regular ed students in the class.

11. What new programs or improvements will be considered for the upcoming school year?

As of this time, the school has Go Math and Ready Gen as the new programs used for instruction. The school is considering to implement a GED program, Computer Literacy and ESOL Program for parents.

12. What programs/services for ELLs will be discontinued and why?

No programs and services for ELLs are discontinued unless there is no more ELL student enrolled in school and all existing ELLs test out of NYSESLAT. The school makes sure that students who tested out of the NYSESLAT will continue receiving additional academic support from academic support staff (i.e. AIS, Resource Room, etc.) for two years. They will continue to have testing accommodations (i.e. extended time and a half and separate location) in a statewide ELA, Math and Science tests.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

They all have access to all school program such as After School program. These ELLs are offered the same quality academic instruction that native English speakers received in the classroom. This is because the ESL teacher aligns her instruction with the ELA and Math curriculum. Both curricula and extracurricular activities are always schoolwide. Therefore, ELLs are afforded the same access and privilege to programs, i.e. small group instruction, AIS, and SETSS, that other students receive. The Extended Learning Time (ELT) offered by the University Settlement is for all students except Pre-K. It starts from 3:30 to 6:00 p.m. If parents signed up for that after school program, students would benefit from both the academic and social services provided.

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

Learning Standards.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The ESL Program provides a nurturing environment to all ELLs to meet their needs. The classroom has names of things labeled in Spanish. The ELLs are allowed to use their native language with the teachers and peers in both academic and social setting so they could express themselves in their transition to developing English proficiency. ESL classroom has a bilingual library. ELLs are encouraged to borrow books to take home to read with the parents. They could access to bilingual dictionary, bilingual books and instructional charts to read and use while they are in the the ESL classroom
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The ESL class grouping is determined according to their grade and language proficiency level and therefore, the services they receive are age and grade appropriate. All ELLs from Kindergarten to 5th grade are serviced according to the mandated number of minutes required under CR Part 154.
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.
Every year, the school holds a "Back to School" kick off activity, a week before the school year begins. The administration and staff welcome the students and families to the school. Parents, staff and students talk about the upcoming activities for the school year with music and food served. Teachers who speak Spanish were assigned to assist the Spanish speaking families during the activity. On the first day of school, all new incoming students including ELLs are gathered in the school yard. All teachers and staff assist in the transition of the first day. Each classroom teacher has a designated spot with the name of the class on a placard, while all out of classroom teachers assist the parents in finding what class the child belongs.
18. What language electives are offered to ELLs?
At this time, there is no language elective offered to ELLs.
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)?

Not applicable.

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.

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

The school provides professional development to school staff including assistant principals, guidance counselors, speech teacher, secretaries, parents' coordinator and all classroom teachers especially those with ELLs. These PD's are focused on Common Core Standards & Danielson's Framework, data-driven instruction and best practices. Most PDs are school-based and usually provided by the ELA and Math coaches or by the school principal. Some PDs are provided by the network. ESL person/ESL specialist from the network provides PD's to classroom teachers to meet the minimum 7.5 hours of required ELL training. Records of agendas and attendance to the PDs are filed and kept in the coache's PD binder. The ESL teacher shares with classroom teachers ESL strategies they could use in the class for ELLs. This will give the teachers some support in terms of differentiated activities they could use appropriate for the ELLs proficiency level in the classroom. The school distributes survey or questionnaires to staff to determine what professional developments they need in terms of best practices, data analysis, curriculum standards and instruction. PD Calendar for the current school year is made on a monthly basis: It started in September and will continue throughout the school year. PD calendar dates were as follows: 9/30, 10/2, 10/7, 10/3, 10/9, 10/10, 10/15, 10/16, 10/18, 10/21, 10/25, 10/30, 11/3, 11/12, ...

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

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?

Young Scholars' Academy for Discovery & Exploration welcomes all parents and values their input as a partner in building a learning community. The School Administrators, the ESL teacher, the Parents' Coordinator and the PTA President reach out to parents through conversations, home visitations, parents' meetings, letters sent home and phone calls. ELL Parents' Orientation, Parents' Workshops, Open-School Nights and Parent-Teacher conferences are in place to get them involved in their child's academic development and success. All parents are informed of their children's academic progress through letters. All written information and/or invitation letters, and flyers are sent home to parents in English and Spanish. There is no other agencies or community based organizations that provide workshops or services to ELL parents except the ones provided by the Department of Education Office of English Language Learners. PS 636K uses Microsoft translator to convert all written English language documents into Spanish and other languages should a parent who speaks a language, (i.e. Chinese or Arabic or Bengali, etc.) other than English. After school staff and parent volunteers are made available if they need someone to speak in Spanish or other native language. Parents' need are evaluated through questionnaires and survey aside from the Learning Environment Survey that the DOE provides. The survey will determine what do parent's need which will be discussed during the workshops and meetings. They could volunteer as learning partners or attend the scheduled Parents' Workshop. The parent coordinator evaluates the parent's needs during one-on-one conversation, phone calls and even listening to parents' concerns as they come into the school office. During the Curriculum Night, these parents are informed of the state standards, assessments, school expectations and general program requirements in class and ESL program. They are provided with the opportunity to participate in academic and social activities as well as in decision making through sports and social activities such as "Family Basketball Nights" and "Families as Learning Partners", etc. as mentioned in Part B. During Families as Learning Partners Day, parents or friends come to a classroom and read a book of their choice and interest to the class. This is done every 3rd Friday of the month. These parental activities provide the parents with more concrete information about their child. In so doing, parents and teachers work as partners in building a successful academic community that children need to be career ready and academically prepared for a more challenging life in college.

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' Acad for Disco

School DBN: 16K636

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Takeema Allen-Strokes	Principal		
	Assistant Principal		
Taron Pollard	Parent Coordinator		
Fe Montarde	ESL Teacher		
Neisha Seelal/PTA President	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Melissa Wise/Literacyt	Coach		
Jimelle Frase/ Math	Coach		
	Guidance Counselor		
	Network Leader		
Priscilla Alvarez	Other <u>SETTS</u>		
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K636 School Name: Young Scholars' Academy for Discove

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

At the beginning of the year, the school assesses the written translation and oral interpretation needs of the parents with the use of the Home Language Identification Survey (HLIS) forms that were filled out by parents at registration. This forms are validated by the ESL Teacher and result is used to determine the language needs of our families. If the parents indicated a language other than English as their primary language, the ESL Teacher adds the parents name to a list of those who need language translation. These parents receive notices and communication from the school in their primary language and English. During Parent-Teacher Conference one bilingual out of classroom teacher and two bilingual Paras in the school are made available to help translate the information to the parents in their native language. We also work with parent volunteers to translate for families.

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.

This year, 16% of our families' native language is Spanish, and its population has always hovered around this number. Currently, all of our parents that require translation and interpretation services speak Spanish as their primary language. A majority of these parents also read and write in Spanish. We've also found that these parents need more consistent translation services. These findings were reported to the school community through letters sent home with their child. Information is also disseminated via PTA meetings, and School Leadership Team Meetings. The school staff has been made aware of the patterns and trends of school community home languages, the presence of French-Haitian Creole as well as the Chinese-speaking families through faculty conferences. During one to one meetings and Parent-Teacher Conferences with identified parents, a translator is present. Our SBST team is bilingual and information sent home regarding IEP students is done in both languages. Whenever there is a need to do translation, either in written or oral, The translated school calendar and newsletter with translated version are sent monthly. A part of the budget is used for language translation services. Whenever the parents need to know school and child related information, the parent coordinator notifies them right away in writing and phone calls as needed.

Part B: Strategies and Activities

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

PS 636K sends letters to parents using Microsoft Translator to convert all written English language documents into Spanish. Translated versions of these documents in Spanish and Chinese are printed and sent to parents together with the English version. This is done to ensure that parents are fully informed and that they understand the information especially in their rights to translation and interpretation. Young Scholars' Academy has a bilingual out of classroom staff member and two bilingual Paras who also assist with translating services especially during parents- teacher's conferences. The school also utilizes the University Settlement staff who handle the school's After School program. All documents that are sent home in English also go home in Spanish. The school will continue to implement translation at all meetings i.e. (PTA, Open House, and Curriculum Night) and translate all communications home to families. We are planning to post building signage in both English and Spanish. We are planning to provide translation software for each classroom teacher for routine communication with parents needing translation services. Report Cards are translated in Spanish

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

All oral interpretation services are provided by in-house school staff members. When trying to contact parents that cannot be reached by phone, the Parent Coordinator will make home visits. If this parent has been identified as having Spanish as his/her primary language, then the PC will be accompanied by a Spanish-speaking staff member. In-house bilingual staff members are always available to assist non-English speaking families with their oral translation needs in meeting with administrators, teachers, and Guidance personnel. With the 1% French-Haitian Creole and 1% Chinese-speaking families who have members who understands English, the school used a parent volunteer to translate for that family in case those family members are not available. Interpretation and translation are provided during PTA meetings and other group events attended by non-English speakers. If complex task requires sophisticated translation or interpretation, the school may avail of the service of the 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>.

The school will provide all oral interpretation services in-house by the school's bilingual staff. The in-house bilingual staff members are always available to assist non-English speaking. Also, very important documents and memorandum such as the parent's Bill of Rights, signs of interpretation notice and school safety plan are made available in English, Spanish and other languages to the school community. This information is posted on the conspicuous area at the school entrance so the parents could read these information as they enter the school building. Additionally, all of our non native English families attend the mandated Parent orientation with the ESL teacher who explained their rights as parents.