

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

16K636

School Name:

YOUNG SCHOLARS' ACADEMY FOR DISCOVERY AND EXPLORATION

Principal:

BEATRICE THOMPSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Young Scholars' Academy for
Discovery and Exploration School Number (DBN): 16K636

Grades Served: Pre-K through 5

School Address: 280 Hart Street Brooklyn , NY 11206

Phone Number: 718-453-4081 Fax: 718-453-7847

School Contact Person: Erica Stewart Email Address: EStewart3@schools.nyc.gov

Principal: Takeema Allen

UFT Chapter Leader: Elisha Carlos

Parents' Association President: Dashun Duran

SLT Chairperson: Kay McCartney

Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sonia Khadu

Student Representative(s):

District Information

District: 16 Superintendent: Evelyn Santiago

Superintendent's Office Address: 1010 Lafayette Avenue Brooklyn , New York 11221

Superintendent's Email Address: ESantiago@schools.nyc.gov

Phone Number: 718-574-2834 Fax: 718-453-1048

Borough Field Support Center (BFSC)

BFSC: North Brooklyn Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston Street Room 501 Brooklyn , NY 11201

Director's Email Address: BFitzge2@schools.nyc.gov

Phone Number: 718-935-3954 Fax: 718-935-2337

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
Sonia Khadu	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sebrina Wilson	CBO Representative, if applicable	
Melisa Wise	Member/ UFT	
Jimelle Fraser	Member/ UFT	
Kay McCartney	Member/ UFT	
Andrea Stiga	Member/ UFT	
Mariely Sanchez	Member/ PTA/Parent	
Chris Altiery	Member/ PTA/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jasmine Tolbert	Member/ PTA/Parent	
Morna Caston	Member/ PTA/Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Young Scholars' Academy for Discovery and Exploration (YSADE) is an elementary school with 185 students from grades pre-kindergarten through grade 5. The school population comprises 58% Black, 37% Hispanic, 3% White, and 2% Asian students. The student body includes 9% English language learners and 20% special education students. Boys account for 50% of the students enrolled and girls 50% as well. The average attendance rate for the 2014-15 school year is 91.2%. We have had 0 suspensions this calendar year.

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 3% White. Twenty (20) % of our students have IEPs , 20% are Students in Temporary Housing (STH), 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 and 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 6:00 pm. 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.

The elements that we have made the most progress with over the past year are:

- Collaborative Teachers - as demonstrated by our Quality Review (QR 4.2) Proficient rating
- Effective School Leadership - as demonstrated by our Framework for Great Schools Report rating of 95%
- Strong Family-Community Ties (Parent Coordinator) - as demonstrated by our 2015 Framework for Great Schools Report showing a 2% greater average of teacher outreach to parents over the Citywide average of 94%.

The elements that are our key areas of focus are:

- Rigorous Instruction (Math) - as demonstrated by a decrease of 7% on our NYS ELA results
- Rigorous Instruction (Math) - as demonstrated by a decrease of 2% on our NYS Math results
- Supportive Environment (Attendance) - as demonstrated by an increase of a 1% increase in overall attendance for the 2015 SY; however below the Citywide average. .

16K636 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	181	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	90.6%	% Attendance Rate		90.5%
% Free Lunch	91.0%	% Reduced Lunch		2.7%
% Limited English Proficient	8.0%	% Students with Disabilities		18.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		58.0%
% Hispanic or Latino	37.2%	% Asian or Native Hawaiian/Pacific Islander		1.6%
% White	2.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	6.2%	% Teaching Out of Certification (2013-14)		12.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		4.31
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	22.8%	Mathematics Performance at levels 3 & 4		24.1%
Science Performance at levels 3 & 4 (4th Grade)	69.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

An analysis of our 2014-15 NYS ELA Exam results indicate that YSADE has 18.7 % of our students performing at Levels 3 & 4.

Our 2014-15 ELA Exam results data shows our students received the following scores on the NY State ELA Exam:

- Grade 5 (2014 - 2015 SY): Level 1 - 44.0 %; Level 2 - 44.0 %; Levels 3&4 - 12.0 % (15.8 % decrease)
- Grade 5 (Former 4th Grade Students): Level 1 - 25.9 %; Level 2- 44.4 %; Levels 3&4 - 29.6 % (11.4 % increase)
- Grade 4 (Former 3rd Grade Students): Level 1 - 60.9 %; Level 2- 26.1 %; Levels 3&4 - 13.0 % (17.8 % decrease)
- School-wide: Level 1 - 42.7 %; Level 2 - 38.7 %; Levels 3&4 - 18.7 % (7.1 % decrease)

Among our 15 Students with Disabilities, 13.3 % scored Level 3 or above in Grades 3-5.

the development of teacher pedagogy (1.2) to ensure that we are engaging all of our scholars in meaningful work products. (Developing)

This year’s 2014-2015 Quality Review indicated that we need to work on areas of focus, identified as developing, as outlined in indicators 1.2 and 3.4: 3.4 - Establishing a culture that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations. 1.2 - Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Weekly common planning periods are in place at YSADE. Teachers will continue use data collection results to create differentiated instruction and provide services to meet students’ needs. Students needing academic intervention are identified and their needs will be addressed as per a review of their benchmark formative and summative assessment results. Horizontal and vertical grade teams will 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 Framework for Great Schools 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 will be updated to reflect the new standards.

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

Curriculum unit and maps need to be examined and adjusted to align with the CCLS three times per year formally, and revised as needed based on new data information. Learning Walk-throughs and feedback to teachers for instructional improvement will be aligned with the Danielson Framework, Measures of Teacher Practice (MOTP), and Measures of Student Learning (MOSL), and CCLS as applicable.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students in Kindergarten – Grade 5 (S=172) will demonstrate mastery of the Common Core Learning Standards as evidenced by a 1-3% increase for students scoring 3 or 4 on the NYS ELA assessments (upper grades) and grade level on MOSL End of Year (EOY) Performance Task (lower grades) as evidence by the data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Weekly 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 ELA competencies that need emphasis and target individual students and areas of growth. Observation data will also be used to link the professional development opportunities offered, as well as, in-house support provided by colleagues.</p>	<p>Bottom 1/3 Scholars based on Baseline Assessment</p>	<p>Throughout School Year</p>	<p>Principal/Grade Leaders</p>
<p>Weekly teacher team meetings are in place at YSADE. Teachers use data collection results to create</p>	<p>Bottom 1/3, and identified sub groups of Scholars based on</p>	<p>Throughout School Year</p>	<p>Principal/Grade Leaders/Borough Center facilitators /District</p>

differentiate instruction and provide services to meet students' needs.	Baseline Assessment (SWD, ELL, and STH)		facilitator(s) and coaches.
We will have a focus on ELA fluency throughout all grades incorporating weekly writing drills, ELA study groups in after school, and ELA standards' challenges.	Bottom 1/3, and identified sub groups of Scholars based on Baseline Assessment (SWD, ELL, and STH)	Throughout School Year	Principal/Grade Leaders/Borough Center facilitators /District facilitator(s) and coaches.
Weekly rounds of teacher practice and feedback based on MOTP data. Professional Development opportunities will be aligned to individual teacher needs and school-wide needs with regard to pedagogy.	Individual teachers and para professionals, and grade level teams of teachers.	Throughout the school Year	Principal/Grade Leaders/Borough Center facilitators /District facilitator(s) and coaches.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize human resources by: Utilizing instructional staff to implement daily, targeted lesson plans, ELA differentiated instruction for identified sub-groups, and ELA study groups. We will utilize financial resources by: Utilizing Per Session Funds for After School; Purchasing ELA resources to support ELA CCLS and study group focus workshops for staff.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will monitor and track our progress in ELA through the use of the performance tasks embedded in our Ready Gen curriculum for all grades (4xs/year: Baseline in September, Performance Task in November/December, Performance Task in February/March, EOY Assessment in June), and MOSL Assessments. Our benchmark projections for student progress is 1% student growth/performance increase per cycle.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

When looking at the Supportive Environment domain of Framework for Great Schools' Report 2015, we noted that our areas of strength are: Press toward academic achievement as demonstrated by 93% positive responses; Social-emotional measure as demonstrated by 100% positive responses.

Chronic Absenteeism is an area of focus for us. Our Framework for Great Schools Report 2015 indicates we are at 39% rate of chronic absenteeism compared to the city rate, which is only 22% for the (2013-2014 SY).

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.

Our 2014-2015 SY Quality Review shows that we are developing in the area 3.4 - High Expectations. We are in the process of ensuring systems to ensure consistent communication with families to support students' growth.

We will continue utilizing class and school-wide monthly newsletters to keep parents informed of school-wide events. Monthly progress reports will be distributed to students with tear-offs for parents to provide feedback, and arrange meetings with teachers to discuss the implementation of next steps for students ongoing achievement. In addition, our attendance teacher will continue to monitor each student's attendance and contact parents, and make home visits when applicable. He will also work with our feeding shelters to share best practices for attendance improvement. Monthly attendance improvement will be highlighted on a display board. Incentives and awards will be given to scholars and parents showing perfect and/or improved attendance.

Phone Messenger is a school-wide communications system which will allow us to provide voice and/or text messages to parents and provide them with their child's absent status. We will be utilizing the phone messaging system for the 2015-2016 SY.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, overall student attendance will increase by at least 1% in 2015-16 as measured by the ATS attendance report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We will purchase school messenger to send out automated messages when scholars are absent/late.	Scholars that are frequently absent/late	Throughout the school year	Parent Coordinator/Office Staff
Scholars will be recognized at monthly Town Hall meetings for their perfect attendance and/or improved attendance.	Applicable scholars	Throughout the school year	Parent Coordinator/Guidance Counselor/ Attendance Teacher
School will organize a Fall & Spring activities for families that have Perfect Attendance.	Parents and scholars	Throughout the school year	Principal
Attendance Team will meet bi-weekly to discuss students' attendance and organize home visits, when needed.	Parents and scholars	Throughout the school year	Principal, SBST, Attendance Teacher

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize human resources by: Utilizing office staff to implement phone calls/emails.											
We will utilize financial resources by: Purchasing School Messenger; Purchasing Monthly trophies/certificates/prizes for perfect attendance; Purchasing items for Attendance Celebrations for fall and spring.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will utilize ATS report RSAL to assess if our attendance rates have been increasing, remaining the same, or declining based on the daily attendance percentages. We will then adjust/continue our practices based on our findings. We project a February 2016 increase of .5% for school-wide attendance.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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 parental involvement time every Tuesday afternoon, increased by a 5% attendance/conferencing rate between September 2014 and June 2015. YSADE staff members will continue leading parent engagement workshops weekly on academic, social and health related topics. We will expand this with the use of parents facilitating some of the workshops.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, based on our Learning Environment Survey data and parent verbal & written feedback, we will increase parental involvement by at least 10 points based on the Parent Involvement in the School indicator on the Framework for Great Schools Report. Our 2015 score is 54, which will increase to at least 64 in 2016, the report and our school-wide parent events/workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Annual Kick Off event every September to encourage family participation for the upcoming school year. Parents will be able to express their based on a parent survey. We will devise our fall workshops based on this survey. We will conduct another needs assessment in December to devise a plan for the spring as well.	Entire School Community	Throughout the school year	Parent Coordinator, Principal
The Parent Newsletter and Monthly Calendar keep parents informed of activities, event, and strategies to support their children’s learning. We will encourage parent participation in our monthly Town Hall meetings by incorporating class performances.	Entire School Community	Throughout the school year	Parent Coordinator, Principal
The Parent Coordinator, Parent Association, and other school staff, i.e. teachers, administrators host and lead parent workshops. We will provide parents the opportunity to join the staff for formal & informal meetings, activities, workshops, and performances throughout the school year.	Entire School Community	Throughout the school year	Parent Coordinator, Principal, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<p>We will utilize human resources by: Utilizing instructional staff to provide monthly news letters; Utilizing the Parent Coordinator to lead and secure parents to lead monthly meetings and workshops; conduct quarterly surveys to collect data, and assess parents' needs for parent involvement; Utilize our CBO - University Settlement to provide opportunities for parent workshops and parent and community activities.</p> <p>We will utilize financial resources by: Utilizing Per Session Funds for After School; Purchasing trips and forums for parent involvement activities; purchasing incentives for attendance at parent involvement activities.</p>										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will utilize monthly surveys to assess parent need and satisfaction with scheduled parent involvement activities. We will monitor survey response rates in November 2015, February 2016, and May 2016 for an increase in positive responses of 5%. Attendance sheets for parent conferencing and events will be monitored for an increase of 5% from September 2015 to June 2016.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Baseline Assessment (Periodic Assessment), Performance Tasks, Fountas & Pinell Reading Level, On-Demand Writing Tasks	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	Baseline Assessment (Periodic Assessment), Performance Tasks, Fluency Drills, Math Challenges/Problem of the Week	We will 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	MOSL Baseline & EOY Performance Tasks, Teacher-Created Benchmark Assessments	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	Teacher-Created Baseline & Benchmark Assessments	Upper grade students will receive push-in services once per week during Social Studies or ELA in the content area instruction.	Small group	During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Referred during the registration process.</p>	<p>The Guidance Counselor provides at risk services for STH scholars.</p> <p>The nurse conducts the Open Airways Program twice a year to educate severely asthmatic students in ways to help control their asthma and live active lifestyles.</p>	<p>Small Group, one-to one, as needed</p>	<p>During the school day</p>
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. 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.
We will create a Hiring Team to create policies for recruitment, retention, assignments, and support. Our professional development team implements a beginning of the year needs assessment survey for the staff, partnered with our Advance data from the previous year to devise an action plan for individual and groups of staff professional development activities.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, 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. Teachers also do inter-visitations and collaborate on Friday afternoons to co-plan using ReadyGen & Go Math.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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. We have weekly common planning between Pre-K & K staff, as well as, end of year planning.

4b. 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.

4c. “Conceptual” Consolidation of Funds in SWP Schools

<p>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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY ’16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	137,852.00	x	Action Plan
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	904,335.00	x	Action Plan

¹**Explanation/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 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 an 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

[School name] , 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Beatrice Thompson	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Fe P. Montarde	School Counselor
Teacher/Subject Area Melissa Wise	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent Evelyn Santiago	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	163	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	8	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	2	3	1	1	1	0								0
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	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		1	1											0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)	2				1									0
Expanding (Advanced)		3		1										0
Commanding (Proficient)		2	2	2	1	2								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1		1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	2				0
5	1				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3							1		0
4	2								0
5	1								0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4					2				0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Throughout the school year, Young Scholars' Academy uses different types of assessment from K-5. Classroom teachers from K-5th grades administer the following assessment tools: ELA/Math MOSL at the beginning and end of the year, the Fountas & Pinnel Running Records on an on-going basis, Go Math end-of-unit and end-of year assessment, Ready Gen Performance-Based Assessment. The periodic benchmark assessment is used to assess the students in the testing grades 3-5 and the Science MOSL for the 4th grade. These assessments encompass all the ELLs in all grades. The results show that ELLs reading levels are so low as the majority of them performed at level 1 in ELA. Their reading level are not on grade level. This indicates the need of intense reading instruction which will improve both their comprehension and academic language/vocabulary. Building their stamina in reading has to be sustained and that these ELLs need rigorous reading instruction that is aligned to the Common Core standards. The ENL/ESL teacher collaborates with the classroom teachers of ELLs. The lower grades receives literacy instruction through phonics with emphasis on alphabet recognition as well as picture-word-sound association especially for beginners. Passages from ReadWorks.org are used to supplement their reading skill development. During the year, the ENL/ESL teacher uses authentic assessment such as daily observation, performance assessment, checklists, rubrics and exit slips.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The NYSITELL is the current assessment tool used to determine the English proficiency level of ELLs as they first enter the NYC public school. This year, NYSITELL showed that two Kindergarteners are in transitioning level which implies that the ENL/ESL teacher would focus on building and increasing their awareness of the alphabet and sound recognition as it is the foundation of reading. Increasing more academic language and vocabulary in content areas would allow them to better comprehend what they're reading. The Spring 2015 NYSESLAT revealed that one student who has special needs is at a transitioning level, two newcomers at the entering level and four at expanding level. This calls for the teacher's need in differentiating instruction according to their performance levels and academic needs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In May, all the ELLs will take the New York State English as a Second Language Achievement Test (NYSESLAT) to measure their progress. As the school always strives to meet the progress and towards meeting the expected annual yearly progress of ELLs, the ENL/ESL teacher makes sure that meeting the standards are behind every instructional focus and that the academic needs of ELLs are addressed. The NYSESLAT results indicate that the proficiency levels of most students showed a bit of progress in all modalities but not sufficient to move them to the next performance level. This implies that the ENL/ESL teacher needs to teach students in building and increasing their stamina to endure more rigorous yet engaging instruction in reading and writing. The use of guided reading and Bloom's Taxonomy's art of questioning is imperative to ensure that students will excite their thinking skills. This assessment results overall, determine what skill each child needs to grow that drives the teacher's instructional decision.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

NYSESLAT results showed that most of the ELLs who are in the regular education classroom move up in performance level across grades. Those ELLs who have special needs with learning disability and whose reading level is below grade level and newly arrived ELLs truly struggle in the reading tests. However, the newly arrived ELLs who are beginners in the English language perform well in the Science and Math test in which the booklets are in their native language. Although the school provides the ELLs with the Spanish dictionary in translated version, students with learning disability didn't use them because neither of them can read spanish proficiently. In as much as the school has very low population of ELLs, it did not sign up for State Periodic Assessment for ELLs, hence, there is no data about it.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)] The school uses Fountas and Pinnel Running Records to determine who are the students who need intervention in reading. 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 student's new language development is considered in instructional decisions? Instructional decisions for ELLs are geared towards language development in that the classroom teachers of these ELLs and ENL teacher have to consider different scaffolds and strategies in providing differentiated instruction based on their language proficiency and performance level. It is imperative that the certified ENL teacher, the SETTS, the AIS provider and the classroom teachers have to provide direct and supplemental language instruction and vocabulary development to ELLs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). 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 social as well as academic skills and improvement of English language proficiency of ELLs. One measure is the progress of individual student's language proficiency level in the NYSESLAT. Another measure is the parent's active response to survey and active participation in school activities. Parents' active participation enables them to help their own children improve both their language and academic skills

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The ELLs are identified through the Home Language Identification Survey (HLIS) forms filled out during the school registration process and/or student's exam history. On the first day/week of school year, out of classroom teachers (i.e. teacher who speaks both English and Spanish, an ENL 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 by parents. The school identifies the ELLs according to the CR Part 154-1 regulations. The ELL identification process has to be conducted using the three steps by the LPT members to ensure that holistic and individualized

decisions can be made. (1) Administration of the Home Language Questionnaire. Parents must fill up the HLIS form during registration with a licence ENL or bilingual teacher who interviews the parents. (2) Individual interview with the student has to be conducted to determine the language proficiency and needs. (3) Lastly, administration of a statewide English language proficiency identification assessment. Interview has to be done in English and/or the parent or guardian's preferred language of communication. All the HLIS forms are checked by the ENL teacher who determines eligible students for NYSITELL. For accuracy, reports are generated from the ATS to check students' eligibility for the ENL Program. These include the RLER reports, NYSITELL eligibility list for the newly admitted ELLs and the NYSESLAT (LAT). The ENL teacher ensures that exam history of those students listed in the RLER report confirms eligibility. Eligible students are tested with NYSITELL. This test has to be administered within 10 school days of initial enrollment. During the NYSITELL administration, if the child is unable to answer the first three questions, testing has to be discontinued but the child has to be given the Spanish LAB test (Form B) to determine proficiency level in the Spanish language. The ENL teacher hand-scores both the NYSITELL and the 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.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify a SIFE, the Language Proficiency Team which consist of the Principal, the ENL teacher, the IEP teacher, and the school psychologist will assess the ELLs using the oral interview questionnaires. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ENL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS). After determination, the initial SIFE status must be indicated in the DOE's data collection systems within 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The ELL identification process described in # 1 applies to all newly enrolled students. That includes the students with IEPs. However, the Language Proficiency Team (LPT) committee which comprised the school principal, a certified IEP teacher, a certified ENL teacher, and a parent of the student makes the recommendation regarding the initial assessment of these students. The LPT makes the determination as to whether the student will take the statewide English language proficiency identification assessment. That determination is based on the following evidences: that the student has second language acquisition needs; that the student's language development is due to history of language use in home, school or community; that the student is evaluated and assessed in native language; that the student's disability is the determinant factor that affects and hinders his ability to demonstrate proficiency in English. If the LPT determines that the child has these evidences, they recommend that the student is not subject to initial English language proficiency identification assessment. This will be referred to the principal for review. If upon review the principal agrees the recommendation, she informs the parents/representative about the recommendation in the language that they understand. Then, the Superintendent reviews the principal's recommendation and makes the final determination within ten days of receipt of that recommendation. Whether the child is entitled for initial assessment or not, parents are notified.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Even before the NYSITELL administration, the ENL teacher already prepares all types of ELL letters (entitlement and non-entitlement letter, placement, continued entitlement, non-entitlement/transition letter) to get everything ready. As soon as the NYSITELL is scanned, the ENL teacher generates the scores which determine the eligibility of students based on the cut-off scores. Parent are informed of the status of their child's ELL program eligibility within five school days. Those parents whose students get a score that falls below the cut-off score, the newly-identified ELLs, are sent entitlement letters. Parents of students who test out of NYSITELL are sent with the non-entitlement letters. These letters have to be photocopied before sending home to parents for record keeping. Classroom teachers of these ELLs are informed of the letters sent so they can check and follow-up with parents.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

This school year 2015-2016, a student who has initially undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Reidentification Process. This process allows schools, parents, and students who believe that may have been misidentified as an ELL or non-ELL can request re-identification process the second time within 45 days of enrollment. However, the Re-identification Process may be utilized for students who have a home language other than English, and are ELLs and non-ELLs.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

After identifying the newly entitled ELLs, the ENL teacher schedules a parent orientation within ten days of registration. Parents of entitled ELLs are sent with entitlement letters together with the invitation letters for the orientation in their preferred native language. 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, ENL Program) available. After the parent watch the video, the ENL teacher discusses and clarifies with parents about the three program options to choose from. The teacher further discusses additional information stipulated in CR Part 154 and its amendments related to the program options. The bilingual para and/or bilingual teacher who is present during the orientation assists in explaining and answering questions asked by the parents in the native language. Parents fill out the Parent Survey and Program Selection form; choose a program and rank them according to the program preference for their children. During the orientation, parents are informed that their program option is good for one year. In the event that they decide to transfer to another ELL program, parents are provided with the list of all schools that offer the Bilingual or Dual Language program. Parents should know that if the programs become available in the school, they will be notified through letters and phone calls.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL teacher takes the initiative of retrieving the Parent survey forms that are sent with the students especially those who do not attend the parent orientation. The school parent coordinator and the classroom teachers of eligible ELLs are informed of the letters sent so they can check and follow-up with parents. The ESL teacher has to follow-up through phone calls. If parents of these ELLs don't come to the orientation despite several trials of phone calls and letters sent, the ENL teacher has to catch them early in the morning or at dismissal time to meet with them one-on-one. If not, teacher has to resend the Parent Survey and Program Selection Form home with the child and then schedule a one-on-one meeting or a one-on-one telephone conversation to talk about the program options. Either way, the ENL teacher explains to parents the important information stipulated in the CR Part 154.2 and 154.3. while walking through them the questions in the Parent Survey and Program Selection forms. If with various attempts still the parents fail to comply or can't be reached, the default program for ELLs is bilingual education. Forms that are filled out and signed by parents during the orientation are kept in a compliance binder for record keeping.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The school parent coordinator and the ESL teacher continue to follow-up and contact the parents for that purpose. Home visitation is the ultimate option to get the parent's responses about it and have the forms filled out and retrieved. The parent must return the completed and signed form within 5 school calendar

days. As per CR Part 154, if the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. To collection and retrieval of the survey forms, the school parent coordinator and the ENL teacher continue to follow-up parents by contacting them. Home visitation is the ultimate option to get the parent's responses and program options. The school must document the attempts to gather initial parent selection preference and its documentation.

9. Describe how your school ensures that placement parent notification letters are distributed. As soon as the NYSITELL is scanned and ATS scores are available, placement letters are sent within five days of enrollment. Copies have to be made before sending the letters home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentations are kept and retained in different binders for record keeping, one binder for each (i.e. HLIS forms, ELL Parent Notification, etc.)
11. 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, all 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 ENL teacher collaborates with the testing coordinator and makes a test schedule which does not conflict with other schoolwide and statewide tests. Testing letters translated in native language are sent to parents informing them of the schedule of NYSESLAT administration in all modalities in Speaking, Listening, Reading & Writing. The ENL teacher set and arrange a schedule with the ENL teacher of another school to score the speaking test. During the test administration, the scorer awaits in the room while the ENL teacher pulls out the students individually for the test. As the ENL teacher administers the speaking test, the scorer scores the test and record result in the scoring sheet. The administration of the Listening, Reading and Writing test was done separately by session, i.e session 1, session 2 and session 3 and by grade bands: K, 1- 2, 3-4, and 5-6 one day at a time. Each grade band is tested by the ENL teacher. To make sure all ELLs take the NYSESLAT, the ENL teacher generates the NYSESLAT eligibility roster (RLER). This report lists all the students who are eligible for the NYSESLAT. Teacher also generates NYSITELL Eligibility Roster (RLER) in case there are newly admitted students who are eligible for the test. If there are eligibles for the NYSITELL, eligible students have to be tested first with the NYSITELL which determines whether they are eligible for NYSESLAT. This is done to assure that all ELLs are properly accounted for and be tested with the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status. After identification process of the new eligible ELLs, the ENL teacher generates the RLAT report from the ATS to determine who are entitled for continued ENL service. Having the list of ELLs who did not test out of NYSESLAT, the teacher prepares continued entitlement letters for the parents of these ELLs. These letters have to be 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.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- For the past three years, Parent Survey and program Selection forms always showed that all parents of eligible ELLs chose the ELL Program that YSADE offered. They chose ENL as their option # 1, Dual Language program as option #2 and Bilingual as option #3. This year, four out of five parents chose ESL as their option 1, Dual language Program and Transitional Bilingual Program as option 2 and 3 respectively. One parent chose Dual language program as option 1. Since majority of the parents chose ENL, the students are placed in that program immediately and are provided with a full schedule. To build alignment between parent choice and program offerings especially if a parent's program choice is not currently available in the school, the ENL teacher informs the parent that the selection is not available at the school. They are then provided with two options. One option is to keep the student at the current school with the ENL program. If the parent chooses this option, the ENL teacher immediately places the student in ENL program and begin serving the child. Another option is to transfer the student to a different school where the parent's selection is currently available. The school should then contact the Department of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment. While the school awaits the transfer, the student should temporarily be placed in an ENL program in the school until the transfer is complete. Whatever the parent's options are, the ENL teacher keeps a tally record of parents' responses in the program selection forms to determine and/or compare what program choice the majority of parents choose. In so doing, the school would be able to align and/or meet the needs and could offer options based on the majority of parental options. Students placed in ENL due to the unavailability of bilingual programs at the current school would count toward minimum thresholds for opening a bilingual program. Likewise, students who are placed in ENL as a result of the parents' not returning the survey is counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree. This means that the school can open a bilingual program if there are at least 15 or more ELL students who speak the same language in one or two contiguous grades in Kindergarten to grade 8.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
The ENL 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 English proficiency level. The grouping is based on grade and proficiency level, i.e. students in Kindergarten [Entering and Emerging] together, grades one and two (Entering/Emerging); grades three and four (Entering/Emerging), and/or grade 4/5 (Entering/Emerging). Transitioning, TR, and Expanding, EX, ELLs are also grouped by grade and English proficiency level.
 - TBE program. *If applicable.*
Not Applicable

c. DL program. *If applicable.*

Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Scheduling is very crucial. It has to be done with collaboration with other ELL service providers. The ENL teacher collaborates with these service providers such as Speech teacher, AIS teacher, guidance & counseling provider, and SETSS to make sure that schedule is arranged to avoid conflict with ENL. This is done to ensure that mandated number of minutes are provided. Emerging ELLs are provided 2 units of study per week (360 minutes) of ENL instruction and 1 unit of study per week (180 minutes) for Transitioning and Expanding ELLs.

3. Describe how core content is delivered in each program model. 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 ENL 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 ENL teacher sits and work with the group of ELLs to reinforce the lesson using ESL methodologies. Since the school uses the Ready Gen across the grades, the ENL 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 ENL teacher uses Thematic Unit in delivering the content area instruction in Science and Social Studies based on the content units in the Ready Gen curriculum. She provides articulation forms/congruence sheets to classroom teachers to reinforce and align language, literacy and Math instruction that fosters academic language development and to help students meet the demands of the Common Core Learning Standards. The ENL 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 ENL 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 home 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 ENL teacher uses instructional strategies such as schema building and text representation that enable students activate prior knowledge and weave the new information they learn into pre-existing structure of meaning. Employing these strategies will help ELLs to eventually transfer skills in their language, recreate concepts and display language acquisition. The ENL 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 each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

Currently, we don't have SIFE students. However, if a SIFE student is enrolled, the school will follow the screening procedures 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 ENL teacher will provide and continually reinforce concepts and language in academic instruction and integrate these concepts across content area lessons. English-Language Learners who are newcomers will be provided with 2 units of study per week. They will receive 360 minutes of

ENL instruction until they develop English language proficiency. English language learners can achieve at proficient levels within full-immersion model, or a classroom where only English is spoken which the school. The ENL 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 skill 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 long term ELLs. However, if we acquire these ELLs in the future, we will pull out these kids in small group for differentiated ENL instruction. They will be referred for intensive Academic Intervention Services (AIS) where they will receive intensive literacy and language instruction. The ENL teacher will provide explicit instruction in the five components of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension. The ENL teacher informs the administration about the former ELLs and make sure that these 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. Former 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
As per ELL Policy and Re-Identification of ELL Status process, schools should establish protocols and assign the ENL teacher or any qualified and trained staff to manage both the initial and Re-identification Process. That is, the school initiates a review of the ELL status determination with a written request from either a student itself of age 18 or older, a student's parent or guardian, or a student's teacher with student's parent's/guardian's consent. Re-Identification process must be completed within 10 days of receipt of written notice; however if the CSE must be consulted, the process must be completed within 20 school calendar days. If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.
8. 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 ENL teacher employs scaffolding strategies that unpack the academic language found in informational reading and

content area learning. To enhance ELL's Math skills, the ENL 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 ENL teacher collaborates with the classroom teacher of these ELL-SWLDs in planning a CCLS based- instruction that addresses language development. ENL lessons are aligned to ReadyGen and Go Math. where ENL teacher scaffolds the tasks across content area. Teachers model during instructional conversations that involve higher order questioning so that students will learn to initiate academic discourse among themselves.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 with Ready Gen curriculum 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 ENL teacher, the 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 3:30 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.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

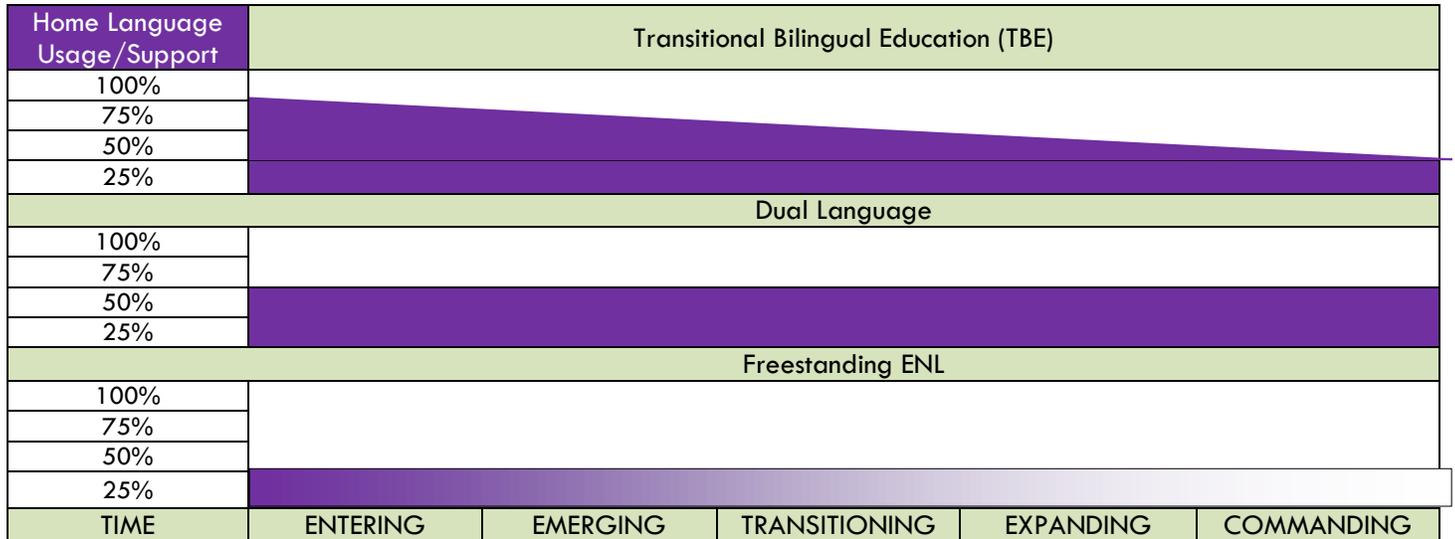


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. 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. 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. Saturday Academy is set every year for these students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ENL 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 ENL teacher supports 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 ENL strategies that are applicable to regular ed students in the class.
12. What new programs or improvements will be considered for the upcoming school year?

As of this time, the school has not identified any new programs to be implemented yet but will continue to use the Go Math and Ready Gen programs for instruction. Literacy instruction in lower grades uses strategies of Teacher's College in reading and writing.
13. What programs/services for ELLs will be discontinued and why?

No programs and services for ELLs are discontinued unless there is no more ELL students 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.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs have access to all school programs including the Extended Learning Time (ELT). These ELLs are offered the same quality academic instruction that native English speakers received in the classroom. This is because the ENL teacher aligns ENL instruction with the ELA and Math curriculum. Both curricular 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 by the ELT staff.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The ENL teacher chooses Thematic Unit to teach the lessons in Science and Social Studies which are also based on the content topics in the Ready gen curriculum. Resource and/or reference materials such as Ready Gen, Scotts Foresman, ENL 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 Go Math, Kaplan & Ladders to Success. Many times, the ENL teacher uses the internet, Engage New York, 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 plan and design rigorous lessons to meet the need of Common Core Learning Standards.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ENL Program provides a nurturing environment to all ELLs to meet their needs. The ENL teacher makes sure that the classroom has names of things labeled in English and 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. Newcomers are supported through class buddies who are proficient in both English and Spanish. ENL classroom has a bilingual library. ELLs are encouraged to borrow bilingual 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 ENL classroom

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ENL 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 grades are serviced according to the mandated number of minutes required under revised CR Part 154.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Every year, the school holds a "Back to School" kick off activity, a week before the academic 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.

19. What language electives are offered to ELLs?

At this time, there is no language elective offered to ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ENL/ESL teacher attends staff development throughout the school year. She joins with other ENL teachers in a monthly ENL liaison meetings in order to be updated with the research-based strategies and current ENL/ESL related issues and information. The ENL teacher also attends series of professional learning opportunities sponsored for ENL teachers from the district and from the Brooklyn North Field Support Center, PDs from the Office of ELLs and/or from the Department of English Language Learners for Student Support (DELLSS) to learn new innovative ways and research-based instructional strategies that the ENL teachers use with rigorous instruction to meet the Common Core Learning Standards.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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. The PD's learned from previous PDs offered by the former network meetings and PDs initiated by the Office of English Language Learners are provided to all classroom teachers. These PD's are focused on Common Core Standards & Danielson's Framework, data-driven instruction and best practices for teaching ELLs in the regular classroom. School-based PD's are usually provided through lunch-and-learns and during Mondays. The goal is to arm the classroom teachers with the tools and strategies that they will need to serve the English Language Learner population in their respective classrooms. The ENL teacher shares with classroom teachers ENL 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.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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 and other teachers 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 ELL instruction. However, she 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. The teacher helped these students in their social and emotional well-being especially in their transition to middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

To meet the required professional development of teachers as per CR Part 154.1 and 154.2 adopted regulation, school has to provide professional development to all teachers and administrators that specifically addresses the needs of English Language Learners. Teachers are given the opportunity to attend PDs provided by the district and from the Office of English Language Learners or school-based especially PDs that address the Common Core Standards & Danielson's Framework, data-driven instruction and best practices. The school has to ensure that 15% of PD hours are provided to all teachers and 50% for Bilingual Education and ENL/ESL teachers receive PD hours that are specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction for ELLs. To further enhance effective instruction, the Bilingual and ENL teachers share with classroom teachers the ENL instructional and/or scaffolding strategies that they've learned in their PDs. This will give the classroom teachers the support they need in teaching ELLs in terms of differentiated activities appropriate to the proficiency level of the ELLs in their classroom.

Teacher's records of agendas and attendance to the PDs are filed and kept in the school PD binder for record keeping.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Young Scholars' Academy for Discovery & Exploration welcomes all parents and values their input as a partner in building a learning community. Mandated ELL parent orientation meetings and DOE scheduled parent-teacher conferences are avenues where school communicates to these parents about the needs and progress of all students including ELLs. Aside from that, the school administrators, the Parents Coordinator and ENL teacher reach out to parents of ELLs through phone calls and one-on-one conversations, may it be formal or informal. Usually, the parent coordinator, together with a parent or teacher, does home visitations and most of the time calls on parents to follow-up whatever child or school related information they needed to know. The school provides certain PD to ELL parents to enable them to better help their children at home. They are also given a list of online resources that will help supplement and so that they could use at home if they have internet are provided and meetings may be called if needed, and letters or notices may be sent home. Open-School Nights and Student-led Conference get them involved in their child's academic development and success. All parents are informed of their children's academic progress through monthly progress reports, notices, monthly school calendar and class newsletters. These reports, notices, newsletters, etc. are translated in the languages available in the school community. The school provides certain PDs to ELL parents to better help their children at home as well as given a list of Online Resources that they could use to help their supplement the child's instruction and learning in school. All written information and/or invitation letters, and flyers are sent home to parents based on their preferred language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

YSADE must retain a file of all ELL parent outreach/meeting-related documents and records such as Parent's Communication Log. Copies of progress reports and notices sent to parents must be kept in the binder for record keeping. Additionally, the school maintains an ELL Folder of Critical Documents which contains all ELL-related documents in the main office for ease of review.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS 636's goal is not only to accommodate the students but also the parents. The school parent coordinator and PTA regularly meet and discuss parents' concern within the school community and plan activities that involve parents' active participation. Since parental involvement enhances student's performance, the school ensures that ELL parents participate in all school activities in all school activities. These activities include Curriculum Night, Open-School Night, and Family Basketball during Father's Day, Mother's Day Breakfast, Families as Learning Partners, and during the celebration of Hispanic Heritage Month. During these celebrations or activities, families are invited in their preferred language. This is done to foster closer relationship with all parents including parents of ELLs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? There is no other agencies or community based organizations that provide workshops or services to the parents of ELLs 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 from the University settlement and parent volunteers are made available if they need someone to speak with in Spanish or in other native language.
5. How do you evaluate the needs of the parents? Parents' need are evaluated through questionnaires and survey aside from the Learning Environment Survey that the DOE provides. The survey will determine what the parents' needs are that will be discussed during the workshops and meetings. They are asked if they are willing to volunteer as learning partners or to attend the scheduled Parents' Workshop in order to meet their needs. Also parent coordinator is able to evaluate the parent's needs during one-on-one conversation, phone calls and even listening to parents' concerns as they come and visit the school office.
6. How do your parental involvement activities address the needs of the parents? The school offers various activities for parental involvement depending on their needs. As mentioned earlier, the school holds a "Back to School" kick off activity, a week before the school year begins to welcome the students and families to the school. This activity would enable the parents to know about the upcoming activities for the school year. To further assist their needs, teachers who speak Spanish were assigned to assist the Spanish speaking families to welcome and answer their questions related to their children and school. During the Curriculum Night, parents are informed of the state standards, assessments, school expectations and general program requirements of the classroom class and the ESL program. During this time parents are welcome to ask questions and clarifications regarding their needs and expectations. 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. 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 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 be academically prepared for a more challenging life in college.

D. Additional Information

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

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beatrice Thompson	Principal		
	Assistant Principal		
	Parent Coordinator		
Fe Montarde	ENL/Bilingual Teacher		
	Parent		
Melissa Wise	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
Evelyn Santiago	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **16K636**

School Name: **Young Scholars' Acad for Disc & Exp**
Superintendent: **Evelyn Santiago**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. These forms are validated by the ESL teacher and the result is used to determine the language needs of our families. It is also determined through the blue emergency contact cards as well as through informal interviews and conversation. We set aside funds to pay translation services. In addition to translation funds, two bilingual teachers in the school are made available to help translate the information to the parents in their native language during the Parent-Teacher's Conference. During the ELL parent information sessions, all materials given are translated in the parent's preferred language. When parents are sent home with written information, they receive this information in English and in their native language. We also work with parent volunteers to translate for families.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English and Spanish are the languages that are mostly preferred by parents for both written and oral communication. Other languages are Mandarin and Urdu

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school communicates and disseminates information with translated version to parents throughout the school year. At the beginning of the year after the ELL identification process, the following documents are sent home. Entitlement letters are sent to parents of the newly identified ELLs together with the Parent survey and program selection form. Placement letters, continued entitlement letters and non-entitlement letters are also sent respectively. The monthly school calendar is sent home every first school day of the month. Policy on attendance, homework, and trips are sent at the beginning of the year. Other PTA and parent notices for after-school program, Saturday school, school celebrations and/or special occasions that involve parents, are sent with translated version.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year, Young Scholars' academy holds formal face-to-face meetings with parents on the scheduled parent-teacher conferences which is held in November, March and May. Curriculum nights is held during the second week of September. Within 10 school calendar days, the ENL/ESL teacher holds an ELL Parent Orientation for parents of the newly identified ELLs. Every Tuesday, the school holds a parent workshop where teachers can meet and share useful information with parents.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Notices sent home to parents are distributed as double-sided handouts, with English on one side, and the home language on the other. According to what language the parent requested on the HLIS, translations in other languages are provided to classroom teachers, to distribute to students. PS 636K sends letters to parents using the translated letters from the DOE website. Translated versions of these documents in Spanish and Urdu 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 two bilingual staff members

(Para Professionals) and one parent who also assist with translating services especially during parents' conferences. All documents that are sent home in English also go home in Spanish

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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. Sometimes, the school uses a parent volunteer and After-School staff member to translate for that family in case family members who speak English 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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The ENL/ESL teacher who serves as the language access coordinator shares the language access resources to all the school staff. This could help them develop strategies to communicate with parents who are limited-English proficient. Also, the Language identification guide and information card on interpretation services are distributed to all the staff to help them identify the language of the ELL parents in their classroom and the services provided by the DOE's Translation and Interpretation unit. In addition, the coordinator will send an internal letter to school staff twice a year reminding them to communicate and share with ELL parents the resources that are available to them.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Very important documents and memorandum such as the parents Bill of Rights, signs of interpretation notice and school safety plan are made available in English, Spanish and other languages to the school community. The welcome poster is posted in a prominent location or on a 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 ENL/ESL teacher who explained their rights as parents.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school will develop a parent survey questionnaires for parents to obtain information on the quality and availability of the translation and interpretation services provided. The feedback will help the school provide better service in the future.