



**THE YOUNG WOMEN'S LEADERSHIP SCHOOL  
OF  
BROOKLYN**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 14K614**  
**ADDRESS: 223 GRAHAM AVENUE, BROOKLYN, NY 11206**  
**TELEPHONE: (718) 387-5641**  
**FAX: (718) 387-6153**



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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 14K614      **SCHOOL NAME:** The Young Women's Leadership School of Brooklyn

**SCHOOL ADDRESS:** 223 Graham Avenue, Brooklyn, NY 11206

**SCHOOL TELEPHONE:** (718) 387-5641      **FAX:** (718) 387-6153

**SCHOOL CONTACT PERSON:** Talana Bradley      **EMAIL ADDRESS:** Tbradley2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Mayra Santiago

**PRINCIPAL:** Talana Bradley

**UFT CHAPTER LEADER:** Melissa Alvarez

**PARENTS' ASSOCIATION PRESIDENT:** Suzette Scarborough

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 14      **CHILDREN FIRST NETWORK (CFN):** 561

**NETWORK LEADER:** Derek Smith

**SUPERINTENDENT:** Karen Watts

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Talana Bradley	*Principal or Designee	
Melissa Alvarez	*UFT Chapter Chairperson or Designee	
Suzette Scarborough	*PA/PTA President or Designated Co-President	
Adrienne Bolden	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maggie Bacon	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mayra Santiago	Member/	
Kymerlea Durant	Member/	
Cristina Jacobs	Member/	
Sandra Remy	Member/	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Young Women's Leadership School of Brooklyn (TYWLS, Brooklyn) offers a high quality education to our students through the following:

- Single Gender — All-girls schools are a meaningful choice for families looking for optimal learning environments for their daughters in the New York City public school system.
- Small Schools Engaged in Leadership Development — We provide abundant opportunities for students to maximize their leadership potential.
- High Expectations — Every student is college bound.
- Emphasis on Responsible Decision Making — We strive to address all of the elements of healthy female adolescent development by educating the whole child.
- College Preparation — The Young Women's Leadership Foundation provides a full-time college counseling program (College Bound) and partners with a substantial network of institutions of higher learning to ensure college access for every student.
- Focus on Results — We are committed to meeting and exceeding all of the city, state, and network benchmarks of accountability.

TYWLS, Brooklyn provides our students with a fantastic opportunity to learn in an environment free from many of the pressures of society. At TYWLS, Brooklyn we encourage our students to make their voices known and gain the skills and knowledge to become a leader in both their personal and professional lives.

Key to the success of The Young Women's Leadership School, Brooklyn will be the active support of our families who will work with us to reinforce the goals and values of TYWLS, Brooklyn. We invite parents to work with us as parents to meet students' academic, social and emotional needs. In true partnership, parents and teachers will meet on a regular basis, during student-led conferences, parent teacher conferences, parent-teacher association meetings, portfolio presentations, and community-building activities to address the needs and to celebrate the accomplishments of each student. At TYWLS, Brooklyn, advisory teachers will work with families to inform them of the school's expectations and their daughter's progress.

### **VISION OF TYWLS, BROOKLYN**

A Leader Grows in Brooklyn...Cultivating Confidence and Compassion.

### **MISSION STATEMENT OF TYWLS, BROOKLYN**

The Young Women's Leadership School of Brooklyn (TYWLS, Brooklyn) was established to nurture the intellectual curiosity and creativity of young women and to address their developmental needs. Learning is dynamic and participatory, enabling students to experience great success on many levels, especially in science, mathematics, and technology.

At TWYLS, Brooklyn, students are encouraged to achieve their personal best in and out of the classroom. Teachers will deliberately make connections to students' lives, prior knowledge, and the world. Through advisory, small class size, and ongoing assessments, students will be known well by the adults in the building. Thus, learning will be tailored to students' interests, needs, and strengths. Students will be challenged and supported so that they will be prepared for higher level courses throughout middle and high school.

Every TYWLS student is college bound. The Young Women's Leadership School of Brooklyn will graduate 100% of its students in seven years and each young woman will be accepted into a four year college or university.

Students of TYWLS, Brooklyn, will grow academically and emotionally into leaders of their school, community, and the world. TYWLS strives to work with families to instill in the students a sense of community, responsibility, and ethical principles of behavior- characteristics that will help to make them leaders of their generation. Through exposure to technology, engagement in community service, and participation in action-research and interdisciplinary projects, students will find their voice and take responsibility for their community. At TYWLS, Brooklyn, parents are partners and together we will support the experience as each leader grows in Brooklyn.

*(\* We have sister schools in East Harlem, Chicago, Philadelphia, the Bronx, South Jamaica, Brooklyn, and Brooklyn, Brooklyn.)*

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Young Women’s Leadership School of Brooklyn				
<b>District:</b>	14	<b>DBN #:</b>	14K614	<b>School BEDS Code:</b>	331400011614

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	* 6	* 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K						92.6	91		
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2						95.5	TBA		
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5						68	81.9		
Grade 6		72	58	<b>Students in Temporary Housing: Total Number</b>					
Grade 7			69	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8						1	2		
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11						0	1		
Grade 12				<b>Special Education Enrollment:</b>					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total		72	127						
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes		0	0						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes		13	19	Principal Suspensions		8	14
Number all others		6	6	Superintendent Suspensions		4	5
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only		4	6	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs		3	3	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers		5	10.5
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals		2	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			1
		0	8				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school		100	100
American Indian or Alaska Native		2.8	1.6	Percent more than two years teaching in this school		n/a	n/a
Black or African American		61.1	71.7	Percent more than five years teaching anywhere		20	42.9
Hispanic or Latino		34.7	26.8				
Asian or Native Hawaiian/Other Pacific Isl.		0	0	Percent Masters Degree or higher		20	42.9
White		0	0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)		100	100
Multi-racial		1.4	0				
<b>Male</b>		0	0				

DEMOGRAPHICS							
Female		100	100				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level ( <input checked="" type="checkbox"/> )			Secondary Level ( <input checked="" type="checkbox"/> )			
	ELA:				ELA:		
	Math:				Math:		
	Science:				Grad. Rate:		
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
<b>Other Groups</b>							
Students with Disabilities	✓	✓					
Limited English Proficient	-	-					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	<b>3</b>	<b>3</b>					
<b>Key: AYP Status</b>							
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only		
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade</b>	C	<b>Overall Evaluation:</b>	Well Developed
<b>Overall Score</b>	38	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	10.0	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	5.8	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	20.7	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	Well Developed
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

The school has been opened for only two years and following are the nascent trends:

### **Student Performance Trends**

- 61.0% of students made one year progress in ELA
- 49.0% of students made one year progress in Math
- 75.0% of students in our lowest 1/3 made one year progress in ELA
- 65.0% of students in our lowest 1/3 made one year progress in Math
- 20.2% of students met proficiency in ELA
- 28.2% of students met proficiency in Math

### **Greatest Accomplishments**

- The school exceeded expected progress as per the New School Quality Review
- The school leaders and faculty collect ELA, Math as well as behavioral data several times a year. They analyze and synthesize the data to inform organizational changes and instructional decisions
- The school leaders and faculty have many tools in place to communicate high expectations about academic, behavior and attendance performance to students and families
- The school leaders and faculty use interim assessments and benchmarks that are checked several times a year to monitor student progress
- The principal provides a structure that encourages teacher participation in key decisions that impact their work
- The school leaders have created a system that allows all teachers to participate in collaborative teams where they discuss their practice, look at student work and data, and engage in collaborative inquiry
- There is a coherent vision for the school's development that is understood by the whole school community
- PD plan is differentiated to meet the needs of the teachers

### **Most Significant Aids or Barriers to Continuous School Improvement**

- Teacher Development: As a new school which is growing, each year new teachers are hired for the new grade.

- Developing and consistently re-evaluating systems that meet the needs of our growing school
- Fulfill the vision of 100% graduation and college acceptance rates with the diverse needs of our students by
  - a. expanding the goal setting process by providing opportunities for students to evaluate their own work and learn from the work of their peers
  - b. deepening the understanding of differentiated instruction by helping teachers vary strategies they choose that address learning styles as well as ability and interest
  - c. encouraging more parents to participate and contribute to the decision making process

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **Goal 1:**

Increase the percentage of students at proficiency (Level 3 or 4) on the NYS ELA exam.

Objective: Increase the percentage of students at proficiency (Level 3 or 4) by 5% points

Current ELA: 20.2%                      Target ELA: 25.2%

### **Goal 2:**

Increase the percentage of students at proficiency (Level 3 or 4) on the NYS Math exam.

Objective: Increase the percentage of students at proficiency (Level 3 or 4) by 5% points

Current Mathematics: 28.2%              Target Mathematics: 33.2%

### **Goal 3:**

Effectively implement the core values of The Young Women's Leadership School (TYWLS) model for excellent all-girls public schools by preparing students for higher level courses in math and science.

20% of the 8<sup>th</sup> grade class will take and pass the Living Environment and the Algebra Regents.

Current: This is our first 8<sup>th</sup> grade class. No students have taken Regents exams to date.

Target: 20% of the 8<sup>th</sup> grade class will take and pass the Living Environment and the Algebra Regents.

### **Goal 4:**

100% of the teachers and students will successfully set and regularly self-reflect to meet their goals.

Use data to create a differentiated professional development plan and enhance the goal setting process for teachers and students.

### **Goal 5:**

Create systems to support the growth and development of the school.

Evaluate and revise all school systems including attendance, discipline, communication with the families, community outreach, and high school and middle school recruitment

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the percentage of students at proficiency (Level 3 or 4) on the NYS ELA exam. Objective: Increase the percentage of students at proficiency (Level 3 or 4) by 5% points Current ELA: 20.2%                      Target ELA: 25.2%</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Work with administration and teachers to identify students and analyze data for this sub-group.</li> <li>▪ Improve the standards-based grading system and use the data to target instruction.</li> <li>▪ Provide professional development on the effective development of outcomes based on standards.</li> <li>▪ Facilitate professional development on the use of Acuity, Teachers College Reading and Writing Project Assessments, teacher-created assessments, and New Visions data tools.</li> <li>▪ Ensure that baseline assessments are administered by October 1, 2010.</li> <li>▪ Work with administration, teachers, and literacy consultant to analyze baseline assessments to set student goals.</li> <li>▪ Include 100% of staff on an inquiry team.</li> <li>▪ Work with schools teams on developing the inquiry process.</li> <li>▪ Identify students who are in jeopardy of failing ELA classes and create intervention plans that are shared with families by October 30<sup>th</sup>.</li> <li>▪ Implement a Saturday Academy and Afterschool program to support the lowest third.</li> <li>▪ Apply for half-day releases for professional development geared towards incorporating the Common Core State Standards.</li> <li>▪ Hire consultant to support staff in incorporating the Common Core State Standards</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</p>	<ul style="list-style-type: none"> <li>▪ To satisfy the mandated 15% of Title I SWP PD requirement, funds were reserved to cover the cost of a Staff developer from Columbia's Teachers College Reading and Writing Project amounting to \$22,050</li> <li>▪ Additionally, summer professional development offered by Columbia's Teachers College Reading and Writing Project was funded with Title I SWP, \$2,400</li> <li>▪ Conferences and a professional development retreat will also be funded with Title I SWP, \$8,564</li> </ul>

<i>described in this action plan.</i>	
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Quarterly review of the following: <ul style="list-style-type: none"> <li>▪ Interim assessment data</li> <li>▪ Scholarship reports</li> <li>▪ State Math and ELA scores</li> <li>▪ Progress towards meeting student goals</li> <li>▪ Progress towards meeting teacher goals</li> </ul>

**Subject/Area (where relevant):** Math

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	Increase the percentage of students at proficiency (Level 3 or 4) on the NYS Math exam. Objective: Increase the percentage of students at proficiency (Level 3 or 4) by 5% points Current Mathematics: 28.2%      Target Mathematics: 33.2%
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>▪ Work with administration and teachers to identify students and analyze data for this sub-group.</li> <li>▪ Improve the standards-based grading system and use the data to target instruction.</li> <li>▪ Provide professional development on the effective development of outcomes based on standards.</li> <li>▪ Facilitate professional development on the use of Acuity assessments, teacher-created assessments, and New Visions data tools.</li> <li>▪ Ensure that baseline assessments are administered by October 1, 2010.</li> <li>▪ Work with administration and teachers to analyze baseline assessments to set student goals.</li> <li>▪ Include 100% of staff on an inquiry team.</li> <li>▪ Work with schools teams on developing the inquiry process.</li> <li>▪ Identify students who are in jeopardy of failing mathematics classes and create intervention plans that are shared with families by October 30<sup>th</sup>.</li> <li>▪ Implement a Saturday Academy and Afterschool program to support the lowest third.</li> <li>▪ Apply for half-day releases for professional development geared towards incorporating the Common Core State Standards.</li> <li>▪ Hire consultant to support staff in incorporating the Common Core State Standards, effective unit planning, and best-practice instruction in math and science.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>▪ There are no budget implications for internal PD activities during the summer as principal works on a 12-month schedule.</li> <li>▪ Student data is analyzed weekly and is funded with the TL Data Specialist allocation.</li> <li>▪ Inquiry team activities are funded with the Children First Inquiry Team allocation, amount TBD</li> <li>▪ Saturday Academy/AIS, including supervision, are funded with residual TL Stabilization and TL Fair Student Funding, \$28,250</li> <li>▪ Hire a math consultant to support teachers and students in reaching math-related goals, \$28,000</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly review of the following:</p> <ul style="list-style-type: none"> <li>▪ Interim assessment data</li> <li>▪ Scholarship reports</li> <li>▪ State Math and ELA scores</li> <li>▪ Progress towards meeting student goals</li> <li>▪ Progress towards meeting teacher goals</li> </ul>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Effectively implement the core values of The Young Women’s Leadership School (TYWLS) model for excellent all-girls public schools by preparing students for higher level courses in math and science. 20% of the 8<sup>th</sup> grade class will take and pass the Living Environment and the Algebra Regents. Current: This is our first 8<sup>th</sup> grade class. No students have taken Regents exams to date. Target: 20% of the 8<sup>th</sup> grade class will take and pass the Living Environment and the Algebra Regents.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>▪ 33% of the 8<sup>th</sup> grade class are taking Living Environment and the Algebra Regents Prep classes.</li> <li>▪ Teachers will be provided with professional development to assist them with creating rigorous coursework for all courses, not just Regents prep courses.</li> <li>▪ Teachers will teach students how to use outcomes to evaluate their progress towards meeting the standards.</li> <li>▪ An improved online standards-based grading tool will be used to assist teaches with this process.</li> <li>▪ Students and families will be trained on how to use the online tool.</li> <li>▪ Regents prep courses will be implemented afterschool in the spring of 2011 for additional support.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i></p>	<ul style="list-style-type: none"> <li>▪ There are no budget implications for internal PD activities during the summer as principal works on a 12-month schedule.</li> <li>▪ Student data is analyzed weekly and is funded with the TL Data Specialist allocation.</li> <li>▪ Inquiry team activities are funded with the Children First Inquiry Team allocation, amount TBD</li> <li>▪ Hire a math and science consultant to support teachers and students in reaching math and science-related goals, \$28,000.</li> <li>▪ Fund teacher professional development on aligning the CCSS to course outcomes.</li> </ul>

<p><i>described in this action plan.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Quarterly review of the following:</p> <ul style="list-style-type: none"> <li>▪ Interim assessment data</li> <li>▪ Scholarship reports</li> <li>▪ State Math and ELA scores</li> <li>▪ Progress towards meeting student goals</li> <li>▪ Progress towards meeting teacher goals</li> </ul> <p>Mid-year</p> <ul style="list-style-type: none"> <li>• Mock regents</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	36	40			12	0	12	2
7	28	28			16	2	16	2
8	28	24			16	0	16	3
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>AIS for ELA is provided in small group tutoring sessions before school in the 37 ½ minute sessions and also on Saturdays mornings. The Readers and Writers Workshop is used and aspects of Achieve 3000 and Wilson are incorporated.</p>
<p><b>Mathematics:</b></p>	<p>AIS for Mathematics is provided in small group tutoring sessions before school in the 37 ½ minute sessions and also on Saturdays mornings. The AMP Math and Math Triumphs program intervention is used. Some students with IEP's receive additional tutoring after-school. In addition to this, students are pulled out of electives once a week during the school day for small group tutoring</p>
<p><b>Science:</b></p>	<p>Students are pulled out of electives once a week during the school day for small group tutoring and supplements are provided in the ELA and Math tutoring sessions as well.</p>
<p><b>Social Studies:</b></p>	<p>Students are pulled out of electives once a week during the school day for small group tutoring and supplements are provided in the ELA tutoring sessions as well.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Students receive academic counseling as well as individual and group counseling to address social and emotional issues.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>Students receive individual and group counseling to address the following issues: anger management, social skills, past trauma.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>Students receive individual and group counseling to address the following issues: anger management, social skills, past trauma.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>Students participate in individual and group workshops and clinics to address health-related risks such as obesity and diabetes.</p>

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

### **Section I. Student and School Information**

**Grade Level(s)** 6-8                      **Number of Students to be Served:** 14 LEP 184 Non-LEP

**Number of Teachers** 18.5    **Other Staff (Specify)** 7- Social worker, secretary, two community coordinators, school aide, f-status business manager, technology intern

### **School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language

program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

**School:** \_\_\_\_\_ **BEDS Code:** \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

We review the school-wide demographics and home language survey results of entering students as well as conduct our own surveys to find out the translation needs of our families. Approximately 35% of families are of Hispanic origin. These findings were shared with the parents at the PTA/SLT meetings. Parents who require or request translation and interpretation services always request Spanish. The findings show that approximately 35% of families are of Hispanic origin and they are regularly provided written translation and oral interpretation as needed. The findings were shared with the school community at faculty meetings, PTA meetings, and SLT meetings.

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

Spanish is the language of the vast majority of non-English speaking parents. Two parents speak French. The findings are reported by translating materials that go home to families and by having staff translators available for conferences and workshops.

#### **Part B: Strategies and Activities**

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

All school letters and other materials are translated by in-house staff or by the NYC DOE Translation Department into Spanish. Where necessary, external services are utilized.

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

Bilingual personnel is always ready to provide translation services in Spanish. One staff member speaks limited French. Where necessary, NYC DOE and external services are utilized.

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

The school complies with Regulation A-663. At the start of each semester, we mail notification letters to parents so that they know that translation services are available if needed.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$154,305	\$31,125	\$185,430
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,543	\$311	\$1,854
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$7,715	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$15,431	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

### Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program <i>(R)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(R)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check <i>(R)</i>	Page #(s)
Title I, Part A (Basic)	Federal	<i>R</i>			\$154,305		
Title I, Part A (ARRA)	Federal	<i>R</i>			\$31,125		
Title II, Part A	Federal			<i>R</i>			
Title III, Part A	Federal			<i>R</i>			
Title IV	Federal			<i>R</i>			
IDEA	Federal	<i>R</i>			\$94,145		

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local			B			
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**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;
  
5. Provide instruction by highly qualified teachers;
  
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  
7. Provide strategies to increase parental involvement; and
  
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2 students in temporary housing receive uniform vouchers and individual monthly out-reach by the counselor.

2. Please describe the services you are planning to provide to the STH population.

Students participate individual monthly out-reach by the counselor.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Young Women's Leadership School of Brooklyn					
<b>District:</b>	14	<b>DBN:</b>	14K614	<b>School</b>		331400011614

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			92.6	91.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			95.5	96.8
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	72	58	78				
Grade 7	0	69	55			81.9	74.0
Grade 8	0	0	65				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0			0	4
Grade 12	0	0	0				
Ungraded	0	0	0				
<b>Total</b>	<b>72</b>	<b>127</b>	<b>198</b>			<b>0</b>	<b>0</b>

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		95.5	96.8

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		81.9	74.0

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		0	4

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions		8	7
# in Collaborative Team Teaching (CTT) Classes	13	19	29	Superintendent Suspensions		4	3
Number all others	6	6	5				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	3	7	TBD	Number of Teachers		5	11
# ELLs with IEPs	1	3	TBD	Number of Administrators and Other Professionals		3	3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		0	5	% fully licensed & permanently assigned to this school		100.0	90.9
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		16.7	18.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		0.0	45.5
American Indian or Alaska Native	2.8	1.6	1.0	% core classes taught by "highly qualified" teachers		100.0	93.3
Black or African American	61.1	71.7	64.1				
Hispanic or Latino	34.7	26.8	34.3				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.5				
White	0.0	0.0	0.0				
Male	0.0	0.0	0.0				
Female	100.0	100.0	100.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v					
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>3</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	38	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	10	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	20.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## SCHOOL PARENT INVOLVEMENT POLICY

The Young Women's Leadership School of Brooklyn agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
  - The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
  - The school will incorporate this parental involvement policy into its school improvement plan.
  - In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
  - The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
  - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
      - that parents play an integral role in assisting their child's learning;
      - that parents are encouraged to be actively involved in their child's education at school;
      - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
      - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. The Young Women's Leadership School of Brooklyn will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
    - a. Dissemination of information during PTA/SLT at opening PTA/SLT meetings annually.
    - b. Survey/questionnaires annually.
    - c. Title I training for SLT members with and/or by the Parent Coordinator and/or district personnel.
  2. The Young Women's Leadership School of Brooklyn will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
    - a. Parent representation at Mock School Quality Review
    - b. PTA/SLT meetings
    - c. DOE Parent Surveys

- d. Development of a needs assessment survey for parents by the SLT. SLT subcommittees in the areas of community engagement, relations and involvement.
3. The Young Women's Leadership School of Brooklyn will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
4. The Young Women's Leadership School of Brooklyn will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by:
  - a. Saturday Academy
  - b. PTA Programs with invited guests
5. The Young Women's Leadership School of Brooklyn will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies., such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  - a. SLT/PTA generated surveys/questionnaires
    - i. Translated
    - ii. Sent home/meetings for clarification
  - b. An end of year review/opinion poll will be sent by the SLT subcommittee on parent/community engagement to parents with the purpose of rating the school's actions regarding the fall survey.
  - c. Analysis of the Learning Environment Survey results on parent engagement/involvement.
6. The Young Women's Leadership School of Brooklyn will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - Regular communication (e-mail / phone /weekly folder /mail/ARIS/Datacation) to parents regarding interim assessments and other testing.
  - Distribution of State/DOE parent brochures/pamphlets in all languages regarding curriculum and standards

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - i. Literacy and math parent workshops
  - ii. ARIS Parent Link workshops
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
  - i. Professional Development for staff by District personnel
  - ii. Professional Development for PTA Executive Board
  - iii. Regular meetings between administration and parent leadership
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
  - i. Maintaining connection with SAS to provide academic and recreational programs in school and in the community to students and families.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
  - i. Notices will be sent to the translation and interpretation unit for translation.
  - ii. Emergency notices are sent in English and Spanish when available. Otherwise, these notices are sent with the announcement, in Spanish, "This notice is very important. It will affect the education of your child. Please have it translated."
  - iii. Budget monies will be allocated for postage.

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by SLT/PTA members. This policy was adopted by The Young Women's Leadership School of Brooklyn on December 4, 2008 and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 2008.

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

#### Title I School Parent Compact

This compact addresses the responsibilities of all members of the school community in improving the achievement of all of our students including special education students, middle school and high school students, and ELL students.

The school agrees to the following:

The school is responsible to provide high quality curriculum and instruction. This will be accomplished in part through:

1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to set their professional pedagogical goals.
3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Daily walk-through of all classrooms by the administration to improve supervision.
7. Allocation of Title I per session hours for before and after school Academic Intervention services for students in need of support.
8. Allocation of Title I funds to enhance opportunities for physical education.
9. Allocation of Title I funds for test prep materials.

The school is further responsible to address the importance of communication between teachers and parents. This will be accomplished in part through:

1. The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
2. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
3. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from both the Middle School and the High School.
4. To provide parents with timely information about all programs through newsletters, flyers, a hotline, and a website and provide translations whenever feasible.
5. To facilitate parent participation in all parent staff development workshops at both districts.
6. Reinstatement of annual goal setting with advisory teachers.
7. Fall curriculum night.
8. Maintenance of a Parent Teachers Association and School Leadership Team.
9. Timely issuance of student alert notices for students experiencing difficulties.
10. Parent sponsored class parent program.
11. Parent sponsored parent needs assessment.
12. Establishment and maintenance of a school hotline for parents.
13. Regular updating of the school website with parent information.
14. Regular notices home from the Parents and the Administration.
15. Teacher maintenance of parental contact logs.
16. Attendance outreach to late and absent students.
17. Teacher dissemination of semester course outlines.
18. Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
19. Maintenance of an Aware Parent liaison so that parents can access data on the web.
20. Membership in the parent volunteer Learning Leaders association.
21. Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
22. Guidance workshops for parents on issues of concern to the parents.
23. Sub committee meetings for parents of seniors to address their particular concerns.

We further seek to promote parent responsibility for supporting their children's learning through the following:

To this end, the Parents/ Guardians of our students agree:

1. To work with his/her children to improve punctuality, attendance, homework, study time and reduced television watching.
2. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
3. To share the responsibility for improving student achievement.
4. To communicate with teachers about their children's educational, social, and emotional needs.
5. To communicate and cooperate with the school on issues of health and safety.
6. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
7. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
8. To attend PTA forums on helping students be successful.
9. To attend Guidance intervention meetings for struggling students.
10. To review the NYC Board of Education statement of parents rights and responsibilities.
11. To read with their children the NYC Board of Education statement of students rights and responsibilities.
12. To support the creation of a student government body.
13. To support school representation on Superintendent's Advisory Councils.
14. To support the school Discipline Code.
15. To respond to calls to serve on a variety of PTA subcommittees.
16. To join in school celebrations of the success of students.
17. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
18. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
19. To attend regular meetings for 11th and 12th grade parents with the College Counselor and opportunities for attendance at college.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>New Visions</b>	District <b>14</b>	School Number <b>614</b>	School Name <b>TYWLS, Brooklyn</b>
Principal <b>Talana Bradley</b>		Assistant Principal <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Coach <b>Kiran Purohit</b>		Coach <b>Jerry Mariara</b>	
Teacher/Subject Area <b>Jodi Cohen/ESL</b>		Guidance Counselor <b>Sandra Remy</b>	
Teacher/Subject Area <b>Josephine Ramage/ELA</b>		Parent <b>Kymberlea Durant</b>	
Teacher/Subject Area <b>Cristina Jacobs/SpEd</b>		Parent Coordinator <b>Maggie Bacon</b>	
Related Service Provider <b>Jerry Perez, Speech Provider</b>		Other <b>Julie Wood/SpEd</b>	
Network Leader <b>Derek Smith</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>17</b>

### C. School Demographics

Total Number of Students in School	<b>198</b>	Total Number of ELLs	<b>14</b>	ELLs as Share of Total Student Population (%)	<b>7.07%</b>
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## Part II: ELL Identification Process

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

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

ELL identification process: The HLIS is administered including the informal oral interview in English and in the native language and the LAB-R will be used if students are entering the New York City school system for the first time within the first 10 days of attendance. As of the school year 2010-11 (TYWLS third year of existence), there have been no ELLs who are entering the system as newcomers.

The pedagogue responsible for conducting the initial screening and administering the HLIS and the LAB-R if necessary is the NYS certified ELL teacher, Jodi Cohen.

The steps taken annually to evaluate ELL's are the administration of the NYSESLAT interim assessments and the NYSESLAT. The guidance counselor, Sandra Remy, manages ordering the tests and organizing the testing schedule. She coordinates with Ms. Cohen who administers the test. Ms. Cohen collaboratively grades the exams with the ELL staff at the Lyons and Green Schools who share the building with TYWLS.

The structures that are in place to ensure that parents understand all program choices are that they meet with certified ELL pedagogue, Ms. Cohen, the Parent Coordinator, Maggie Bacon, and a school translator, at the time of registration. If this is not possible, a time will be scheduled, within ten days of registration, to go through the process heretofore listed. They will receive a comprehensive explanation in their native language. The certified ELL pedagogue would give the parents a translated meeting agenda and all handouts. show the DOE parent orientation video, and receive, in their native language, the entitlement letter, Parent Survey, and Program Selection forms. The HLIS would be completed at that time. The parents would have the opportunity to ask any questions they may have. They would be informed that there is no bilingual program at TYWLS at the present time, due to both our small student population and a lack of interest from parents of enrolled students, and that their child would be in a freestanding ESL program for the entire year. We would explain that they could enroll their child in a district TBE program, and would provide a list of schools that offer TBE. They would also be notified that if they do not make a choice, their child would be enrolled in a TBE program automatically. The parents would be informed that their child would stay in the ESL program for as long as they are eligible; their children would have to pass out of the program by passing the NYSESLAT. This test would be explained. If necessary, the ESL teacher will administer the SIFE questionnaire to students. We would explain to parents that their child will be placed in an age-appropriate class for 10 days at most, until service needs are identified. Parents not in attendance would receive phone calls and schedule individual meetings to complete these protocols.

If it is determined that LOTE is spoken at home, the student will take the LAB-R, to be administered by the ESL teacher. If she is absent, this assessment will be administered by the guidance counselor. Students who speak Spanish at home and score lower than proficient will take the Spanish LAB-R to assess literacy in native language. If the student scores below proficiency on this test, an entitlement letter and program options will be sent to the student's home via her take home/parental folder. A phone call to the home by a Spanish-speaker will also be made to advise them of their daughter bringing home this form. Return of the form will occur in the same manner, through the student's "Golden Ticket" take home / parental folder. Again, a phone call will be made to ensure its return. Based on outcomes of assessments and parent choice, students will be placed in selected program within ten days of enrollment. At this time, no notification letters have been sent home, since we have not enrolled any new arrivals. If we do, the letters will be in the parents' native language. All documents are stored with the ESL teacher, in a locked storage cabinet. The procedures followed to place identified ELL students in bilingual or ESL instructional programs includes analysis of standardized assessments as well as consultation with parents in their native language should such a situation ever arise.

The parents of the long term ELLs want students to get the services they are currently receiving. We continue to build parent choice and program offerings through teacher-parent communication. The parent coordinator and ESL teacher conduct this conversation at conferences and through phone calls made home to parents to advise them of their child's progress. Alignment between parent choice and program offerings has been achieved to date.

## Part III: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<b>K</b> <b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b> <b>6</b> <b>7</b> <b>8</b> <b>9</b> <b>10</b> <b>11</b> <b>12</b>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	<input type="checkbox"/>	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0					
<b>Dual Language</b> (50%:50%)	<input type="checkbox"/>	0	0	0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0					
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	<input type="checkbox"/>	0												
<b>Push-In</b>	<input type="checkbox"/>	3	3	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9					
<b>Total</b>	0	0	0	0	0	0	3	3	3	0	0	0	0	9

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<b>Total</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

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

### C. Home Language Breakdown and ELL Programs

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

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																		
Spanish	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Chinese	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Russian	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Korean	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Haitian	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
French	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Other □□□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
<b>TOTAL</b>	<b>0</b>																			

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	
Spanish	□□	□□	□□	□□	□□	□□	□□	□□	0	0	
Chinese	□□	□□	□□	□□	□□	□□	□□	□□	0	0	
Russian	□□	□□	□□	□□	□□	□□	□□	□□	0	0	
Korean	□□	□□	□□	□□	□□	□□	□□	□□	0	0	
Haitian	□□	□□	□□	□□	□□	□□	□□	□□	0	0	

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
French	□□	□□	□□	□□	□□	□□	□□	□□	0	0
Other □□□□	□□	□□	□□	□□	□□	□□	□□	□□	0	0
<b>TOTAL</b>	<b>0</b>									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): □□□	Number of third language speakers: □□□
Ethnic breakdown of EPs (Number):	
African-American: □□□	Asian: □□□
Native American: □□□	Hispanic/Latino: □□□
White (Non-Hispanic/Latino): □□□	Other: □□□

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	□□□	□□□	□□□	□□□	□□□	□□□	9	1	4	□□□	□□□	□□□	□□□	14
Chinese	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Russian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Bengali	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Urdu	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Arabic	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Haitian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
French	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Korean	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Punjabi	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Polish	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Albanian	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
Other	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

English as a Second Language is provided through a blended push-in/pull-out model. Where possible, ELLs have been blocked together in heterogeneous sections to maximize their ESL support time. Our program is designed to meet the needs of all ELLs based on proficiency levels. The course is taught in Humanities by Ms. Jodi Cohen, our licensed ESL instructor. Ms. Cohen and the content-area teachers plan lessons that are aligned with the standards and address the needs of our ELLs. Students participate in collaborative, small group, task-oriented situations that guide the production of language both in verbal and written form. Students demonstrate learning through measurable product development, demonstrations, and exhibits. Ms. Cohen establishes short term and long term learning goals for her students. She uses multiple intelligence theory to support students' understanding of the academic content. The teaching material used for this course includes a wide range of print, visual, audio and digital resources designed for increasing English language proficiency. With this in mind, language functions and structures are taught within the context of the lesson.

Instructional minutes are provided as required by proficiency level and are reflected in student schedules. Beginners and intermediates receive a minimum of 360 minutes a week of ESL instruction from a licensed ESL teacher and advanced students receive a minimum of 180 minutes a week as per CR Part 154. This is achieved through before and after school programming, as well as during the day both through push in and pull out services. All students are programmed at least 300 minutes of ELA a week and have Spanish language support resources in ELA, math and science.

Content area teachers are receiving individualized professional development in scaffolding academic vocabulary for sheltered instruction from staff developer Kiran Purohit of Educhange. Concept mapping, graphic organizer use, learning stations and active engagement are areas in which teachers are receiving support to improve instruction for ELLs.

We currently have one SIFE identified student. None of our new ELLs are LEP exempt for the coming ELA exam. All of our ELLs performed at Level 1 or 2 on the ELA exam. These students receive ELA enrichment during the daily 37.5 minute block and have been identified for Saturday Academy attendance. In addition they are assessed four times a year using the TCRWP assessment and literacy assessment is ongoing in reading and writing workshop classes. Assessment data is used to differentiate reading and writing assignments. Special needs ELLs are served as per their IEPs. Our 8th grade long term ELLs with IEPs receive additional support in an accelerated literacy class led by a licensed special education teacher.

TYWLS in Brooklyn employs a push-in / pull-out model for its ESL program. Differentiation for our ELL students occurs, first and foremost, by having the teacher provide intensive one-on-one or small group instruction, either in the general classroom setting or in the ESL classroom. The group size ranges from two to four students. Scaffolding for these students occurs in a variety of ways. First and, perhaps foremost, the students struggle with large gaps in academic vocabulary (CALP).

Students do not take tests in their native language, so no comparisons can be made to how they fare in English. If the native language is used, it is through vocabulary strategies, grammar comparisons, or collaborative learning with Spanish-speaking students.

Teachers used the data from ELL Periodic Assessments to improve their scaffolding and differentiation efforts. This could mean greater use of visuals, differentiated texts or tasks, and providing continued opportunities for employing the four modalities of language: listening, speaking, reading and writing.

Based on data (see NYSESLAT and state data provided in this document), it is clear that the literacy of our ELLs is below grade level. To address student needs, instructional decisions will focus on increasing literacy across all content areas. All teachers are involved in implementation of these initiatives and strategies. This will be done as follows:

#### Plan for Beginners:

Students are provided with dictionaries, bilingual dictionaries, and immediate access to computers to call up visual images to aid in comprehension. They are taught and then are guided in using strategies to make sense of words they do not know, such as adding the words to their words lists, utilizing dictionaries, creating meaningful sentences, employing context clues, identifying cognates in the native language, recognizing prefixes/suffixes, and assigning words with positive or negative connotations. The teacher utilizes questions based on Bloom's Taxonomy to facilitate understanding according to the student's language ability. The teacher is a strong believer in the power of musical / rhythmic intelligence and employs chanting and singing as a way for the student to remember important patterns of the English language. Body language and role playing are also used extensively in the classroom. Rules of Standard English language conventions are taught explicitly to ELLs, to more rapidly facilitate use of the language.

The teacher works closely with the content teachers in the classroom that ELLs receive extra attention, be it with checking for student understanding or by alerting teachers to potential areas of difficulty for ELLs. Students are taught to approach texts using reading strategies, such as previewing, predicting, reading images and captions, and drawing on any background knowledge they may have.

#### PLAN FOR THE 4-6 YEARS STUDENTS:

Students will continue to learn, practice and master reading comprehension techniques, pursue higher level academic vocabulary acquisition, and conventions of standard English, with a focus on grammar, advanced punctuation and spelling. These areas of study will be taught using focused, explicit instruction that employs the use of multiple intelligence theory, allowing for a variety of inroads into student cognition. Cognitive prowess will be advanced by employing spiraling into higher order questioning on Bloom's Taxonomy. Students will continue to participate in collaborative, small group, task-oriented situations that guide the production of language both in verbal and written form.

#### PLAN FOR THE OVER 6 YEAR STUDENTS:

Students will continue to learn, practice and master reading comprehension techniques, pursue higher level academic vocabulary, and conventions of standard English, with a focus on advanced grammar constructions, punctuation mastery and advanced spelling. These areas of study will be taught using focused, explicit instruction that employs the use of multiple intelligence theory, allowing for a variety of inroads into student cognition. Cognitive prowess will be advanced by employing higher order questioning on Bloom's Taxonomy. Students will continue to participate in collaborative, small group, task-oriented situations that guide the production of language both in verbal and written form.

#### PLAN FOR THE SPECIAL EDUCATION ELLS:

Students will continue to learn, practice and master phonics, pronunciation, and sight word recognition, practice reading techniques that improve comprehension, pursue academic vocabulary study, and conventions of standard English, with a focus on grammar, punctuation and spelling. These areas of study will be taught using focused, explicit instruction that employs the use of multiple intelligence theory, allowing for a variety of inroads into student cognition. Students will continue to participate in collaborative, small group, task-oriented situations that guide the production of language both in verbal and written form.

### Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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

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

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

## A. Programming and Scheduling Information--Continued

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

TARGETED INTERVENTION PROGRAMS: We use Catching Up on Conventions (grammar), Words their Way (phonics, vocabulary and spelling), and a new Accelerated Literacy class for most at-risk/low literacy ELLs and other students.

SPECIAL ELL INSTRUCTIONAL MATERIALS INCLUDING TECHNOLOGY: The teaching material used by the ELLs at TYWLS includes materials designed for both native speaker and learners of English as a Second Language. They include a wide range of print, visual, audio and digital resources designed for increasing English language proficiency.

INSTRUCTIONAL MATERIALS BY CONTENT AREA FOR ELLS: ESL instruction is provided in concert with Humanities as a push-in / pull-out model. Instructional materials utilized by ELLs in Humanities include dictionaries, thesauruses, internet websites, novels, non-fiction literature, maps, memoirs, video, and content modeled by teachers

- The content areas are delivered to the ELLs while they are in a gen.ed. class with an ESL push-in model. Their ELA class is presented through the highly scaffolded use of the TCRWP and supported by mentors from that program. They are leveled as readers and receive appropriate books and reading materials. Teachers present the content with an understanding of ELLs needs, with particular attention to vocabulary acquisition and explicit grammar instruction. Spanish language supports are present in the classroom through the use of text and, when necessary, through collaborative learning among non-ELL Spanish speaking students.

- No programs/services for ELLs will be discontinued. On the contrary, we are starting a spring after-school literacy support class to be taught by TYWLS cert. teachers.

- ELLs are afforded equal access to all programs through active recruitment by staff and other students. ELLs are such an interwoven part of the fabric of our school that they don't stand out as a separate group.

- After school and supp. services include our partnership with Sports and Arts School Foundation (SASF), which runs from 2:45 to 5:30 every day; our school ambassador program; our school musical; and a 37.5 minute language enrichment program held each morning. ELLs take part in all of these. These are all age-level appropriate activities which support not only language needs, but social needs as well.

- Activities to support newly enrolled ELLs before the school year incl. school orientation / breakfast social; reading lists and class descriptions in native language

- Language electives are limited to Spanish classes at TYWLS.

## A. Professional Development and Support for School Staff

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

Content area teachers, the guidance counselor, and the parent coordinator are receiving individualized professional development in scaffolding academic vocabulary for sheltered instruction from staff developer Kiran Purohit of Educhange. Concept mapping, graphic organizer use, learning stations and active engagement are areas in which teachers are receiving support to improve instruction for ELLs.

Teachers, the guidance counselor, and the parent coordinator receive professional development on ESL strategies covering a wide range of topics including, but not limited to, vocabulary acquisition, grammar, reading, writing, listening and speaking. The instructional materials we use to support the learning of ELLs include leveled libraries, dictionaries, thesauruses, visual aides, technology, and lesson plans that allow for differentiated instruction of ELLs.

The whole staff engages in annual professional development focused on language acquisition strategies. The ESL teacher works collaboratively with all teachers in the school. Teachers will have opportunities to observe model classrooms and will receive coaching in research-based instructional strategies, differentiating instruction, and lesson planning. Teachers will participate in weekly professional development conferences in balanced literacy, the workshop model, aligning the curriculum to the standards, and academic rigor in a thinking curriculum. Teachers receive staff development on how to assess and monitor student progress. Teachers will develop techniques and strategies for collecting and analyzing student data and using this information to differentiate instruction.

Teachers, the guidance counselor, and the parent coordinator will receive professional development on specific scaffolding techniques that enhance the performance of ELL students both in ESL and in subject classes. Teachers will receive professional development on vocabulary mastery. The instructional materials we use to support the learning of ELLs include leveled libraries, dictionaries, thesauruses, visual aides and lesson plans that allow for differentiated instruction.

The whole staff engages in annual professional development focused on language acquisition strategies. The ESL teacher works collaboratively with all teachers in the school. Teachers will have opportunities to observe model classrooms and will receive coaching in research-based instructional strategies, differentiating instruction, and lesson planning.

Teachers, the guidance counselor, and the parent coordinator will participate in weekly professional development conferences in balanced literacy, the workshop model, aligning the curriculum to the standards, and academic rigor in a thinking curriculum. Certified ESL teacher will train staff and attend prof. development sessions. Records are maintained by an attending teacher-secretary and are stored in the ESL classroom.

The ESL teachers conferences with staff both individ. and in whole staff meetings to advise them on strategies to assist students in transitioning to new levels. Topics include importance of four language modalities, need for explicit instruction and use of multiple intelligences to heighten language acquisition.

Content area teachers, principals, guid. couns, and parent coord. are receiving individualized professional development in scaffolding academic vocabulary for sheltered instruction from staff developer Kiran Purohit of Educhange. Concept mapping, graphic organizer use, learning stations and active engagement are areas in which teachers are receiving support to improve instruction for ELLs. As a group, they receive 7.5 hours of pd, from ESL teacher. This occurs during Friday after-school teacher meetings on a monthly basis. Handouts and outlines of this instruction are kept in ESL teachers room.

## A. Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

## Part V: Assessment Analysis

Intermediate(I)	<input type="text"/>	3	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	6					
Advanced (A)	<input type="text"/>	5	1	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	7					
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	<b>B</b>	<input type="text"/>	1	0	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
	<b>I</b>	<input type="text"/>	1	0	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
	<b>A</b>	<input type="text"/>	3	1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
	<b>P</b>	<input type="text"/>	4	0	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
READING/W RITING	<b>B</b>	<input type="text"/>	1	0	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
	<b>I</b>	<input type="text"/>	3	0	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
	<b>A</b>	<input type="text"/>	5	0	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
	<b>P</b>	<input type="text"/>	0	1	1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
6	4	4	0	0	8
7	0	1	0	0	1
8	1	3	0	0	4
NYSAA Bilingual Spec Ed	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	<input type="text"/>	0							
4	<input type="text"/>	0							
5	<input type="text"/>	0							
6	2	<input type="text"/>	5	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	9
7	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	1				
8	1	<input type="text"/>	1	<input type="text"/>	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	4

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spec Ed	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	□□□	1	□□□	5	□□□	1	□□□	12
8	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
NYSAA Bilingual Spec Ed	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6	□□□	2	□□□	5	□□□	□□□	□□□	13
8	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0
NYSAA Bilingual Spec Ed	□□□	□□□	□□□	□□□	□□□	□□□	□□□	□□□	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	□□□	□□□	□□□	□□□
Math □□□□□	□□□	□□□	□□□	□□□
Math □□□□□	□□□	□□□	□□□	□□□
Biology	□□□	□□□	□□□	□□□
Chemistry	□□□	□□□	□□□	□□□
Earth Science	□□□	□□□	□□□	□□□
Living Environment	□□□	□□□	□□□	□□□
Physics	□□□	□□□	□□□	□□□
Global History and Geography	□□□	□□□	□□□	□□□
US History and Government	□□□	□□□	□□□	□□□
Foreign Language	□□□	□□□	□□□	□□□
Other □□□□□	□□□	□□□	□□□	□□□
Other □□□□□	□□□	□□□	□□□	□□□

New York State Regents Exam				
Number of ELLs Taking Test			Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA	□□□	□□□	□□□	□□□
NYSAA Mathematics	□□□	□□□	□□□	□□□
NYSAA Social Studies	□□□	□□□	□□□	□□□
NYSAA Science	□□□	□□□	□□□	□□□

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our ELLs are assessed four times a year on TCRWP. These assessments reveal that all of our ELLs are below grade level benchmarks in literacy. Acceleration is targeted through pull out small group instruction, enrichment, Saturday Academy and after school tutoring.

Data patterns reveal that most students advance in listening/speaking ahead of reading/writing. Listening/speaking skills should be leveraged to accelerate reading and writing through use of workshop model elements such as read alouds and share out of student writing in the ESL classroom. Interim assessments in ESL are needed to accelerate English language development among our students and also to better align ESL and ELA outcome mapping and to raise student achievement. An analysis of returning students NYSESLAT reveals that no students achieved proficiency. Interim assessments will help better support our ELLs in achieving English language proficiency.

**Additional Information**

## Part VI: LAP Assurances

Paste additional information here

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		□□□□
	Assistant Principal		□□□□
	Parent Coordinator		□□□□

	ESL Teacher		□□□□
	Parent		□□□□
	Teacher/Subject Area		□□□□
	Teacher/Subject Area		□□□□
	Coach		□□□□
	Coach		□□□□
	Guidance Counselor		□□□□
	Network Leader		□□□□
	Other <u>□□□□</u>		□□□□
	Other <u>□□□□</u>		□□□□
□□□□	Other <u>□□□□</u>		□□□□
□□□□	Other <u>□□□□</u>		□□□□