



THE YOUNG WOMEN'S LEADERSHIP SCHOOL (04M610)

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (04M/ 610)
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M610 **SCHOOL NAME:** The Young Women's Leadership School

SCHOOL ADDRESS: 105 E 106th Street

SCHOOL TELEPHONE: (212) 289-7593 **FAX:** (212)289-7728

SCHOOL CONTACT PERSON: Althea Tyson **EMAIL ADDRESS:** atyson@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Megan Ashe

PRINCIPAL: Althea Tyson

UFT CHAPTER LEADER: Keturah Kendrick

PARENTS' ASSOCIATION PRESIDENT: Stephanie Fields-Pastrana

STUDENT REPRESENTATIVE:
(Required for high schools) Regine Daniel
Kadiatu Koroma

DISTRICT AND NETWORK INFORMATION

DISTRICT: 04 **CHILDREN FIRST NETWORK (CFN):** New Visions, Manhattan

NETWORK LEADER: Chad Vignola

SUPERINTENDENT: Gerri Taylor-Brown

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/ronlyres/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
Althea Tyson	*Principal or Designee	
Keturah Kendrick	*UFT Chapter Chairperson or Designee	
Stephanie Fields-Pastrana	*PA/PTA President or Designated Co-President	
Inez Cash	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Regine Daniel Kadiatu Koroma	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Megan Ashe	School Leadership Team Chairperson	
Colleen McGeehan	Member/	
Felice Piggott	Member/	

Janet Sackey-Gboloo	Member/	
Aston Francis	Member/	
Kioka Jackson	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.

The Young Women's Leadership School (TYWLS) is located in East Harlem, New York. This 6th through 12th grade school serves a population of approximately 450 students from culturally diverse backgrounds. The community is home to many immigrants from Mexico, Central America and West Africa. The school is a central part of the community to many of the students and their families. The school is housed on the top 5 floors of a converted office building, where pride in the students' accomplishments is evident in the prominently displayed student work.

Our school is designed to provide an excellent education for young women. As a secondary school comprising grades 6 through 12, we provide continuous educational and guidance support from early adolescence to young adulthood. Our school is located in District 4 but answers to the Manhattan High School Superintendent.

According to the latest available ethnic data, 61% of our students are Hispanic, 34% Black, and 5% other. Approximately 5% of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes, and related services such as speech and language, and counseling. Less than 1% of the students are English language learners (ELLs), with Spanish as the dominant language. The majority of students are from low-income families; more than 64 % qualify for free lunch and 84.5% qualify for free and reduced lunch.

This school houses two (2) sixth grade, two (2) seventh grade, and two (2) eighth grade classes in the middle school. For high school there are three (3) classes in each grade, which consist of integrated inclusion classes. The average class size throughout the school is twenty-five (25) students. Students are heterogeneously grouped within each grade.

The student body is served by 40 professionals and support staff, including one (1) principal, one (1) parent coordinator, two (2) assistant principals, twenty-seven (27) teachers, one (1) guidance counselor, two (2) paraprofessionals, one (1) secretary, one (1) school safety officer, and two (2) school aides. The 27 teachers on staff have an average experience of approximately seven to ten years and all are fully licensed and certified; 90 percent have more than 5 years teaching experience, and more than 90 percent hold a Masters Degree.

TYWLS blends the best aspects of traditional and progressive education. The **traditional elements** include the following.

- (1) Students wear uniforms to affirm their membership in a school community that holds high standards for their education, behavior and personal responsibility.
- (2) The curriculum is based on the requirements for a New York State Regents diploma, which we expect every student to earn. This includes demonstrating mastery of a core curriculum by achieving high scores on standardized exams as well as the successful completion of assignments based on the State Standards and rubrics for excellent work developed by our faculty.
- (3) In addition to the Chancellor's Code, our Discipline Code includes discussion and demonstration of thoughtful habits of heart, mind, work and voice as well as four non-negotiable rules. The rules include no violence of any level, no drugs, no weapons and no leaving campus without a parent or guardian. Students and families understand that educational excellence includes academic performance, personal responsibility, good citizenship and sensitivity to the needs of others.

The **progressive elements** come from years of experience and research that helped build the mission of the school.

- (1) Every student is part of a small Advisory group, and every teacher is an Advisor. This Advisory meets for 25 minutes daily in all grades to allow time for team building activities, discussions of personal and social issues that concern our students, peer support and Advisor support for sorting through and resolving problems and conflicts. The Advisor is the student's liaison to parents and other teachers.
- (2) Classroom instruction is student-centered, project-based, collaborative and interdisciplinary. Some classes are blocked, so students have a chance to work in depth and to develop mastery of subject specific skills. Teachers adopted a school-wide blackboard configuration {Do Now, Aim, Agenda and Homework} that is consistent throughout the grade levels. This allows students to clearly understand their teachers' expectations for each lesson. This also ensures that lessons begin on time and have a defined direction.
- (3) Teachers also practice and share a variety of classroom activities to accommodate differentiated learning, provide multiple assessment tools and models, and create lively, engaging opportunities to learn challenging material.

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				
School Name:	The Young Women’s Leadership School			
District:	04	DBN #:	04M610	School BEDS Code: 310400011610

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="radio"/> Pre-K	<input checked="" type="radio"/> K	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 2	<input checked="" type="radio"/> 3	<input checked="" type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 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			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	0	0	0				96/94.1	96.6	94.49
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	0	0	0				98.7	99	99
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	n/a	26	55	(As of October 31)			2007-08	2008-09	2009-10
Grade 7	72	50	51				85	85	85
Grade 8	77	72	51						
Grade 9	75	84	81	Students in Temporary Housing: Total Number					
Grade 10	77	82	81	(As of June 30)			2007-08	2008-09	2009-10

DEMOGRAPHICS							
Grade 11	55	50	63		2	1	2
Grade 12	50	60	55				
Ungraded				Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10
Total	406	424	437		0	0	0
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number			
(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	0				
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	2	2	0
Number all others	18	22	24	Superintendent Suspensions	3	0	0
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(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	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	7	3		Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1		(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and</i>				Number of Teachers	27	26	26

DEMOGRAPHICS							
<i>Special Education enrollment information above.</i>							
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	8	7	7
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	2	2
	0	0	0				
Teacher Qualifications:							
Ethnicity and Gender: % of Enrollment				(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	100
American Indian or Alaska Native	0.7	0.9	0.4	Percent more than two years teaching in this school	79.3	64.3	
Black or African American	34.2	35.7	34	Percent more than five years teaching anywhere	46.6	46.4	
Hispanic or Latino	60.8	57.4	58				
Asian or Native Hawaiian/Other Pacific Isl.	2.7	3.1	0	Percent Masters Degree or higher	79.0	79	
White	1.5	1.2	0.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.7	81.6	
Multi-racial							
Male	0	0	0				
Female	100	100	100				

2009-10 TITLE I STATUS				
☼ Title I Schoolwide Program (SWP)	● Title I Targeted Assistance	● Non-Title I		
Years the School Received Title I Part A Funding:	☼ 2006-07	☼ 2007-08	☼ 2008-09	☼ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase</u> (Check <input checked="" type="checkbox"/>)			<u>Category</u> (Check <input checked="" type="checkbox"/>)				
			Basic	Focused	Comprehensive		
In Good Standing (IGS)		<input checked="" type="checkbox"/>			<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:	<input checked="" type="checkbox"/>		ELA:	<input checked="" type="checkbox"/>		
	Math:	<input checked="" type="checkbox"/>		Math:	<input checked="" type="checkbox"/>		
	Science:	<input checked="" type="checkbox"/>		Grad. Rate:	<input checked="" type="checkbox"/>		
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**
All Students		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY						
Ethnicity	√	√	√	√	√	√
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Black or African American	√	√	√	√	√	√
Hispanic or Latino	√	√	√	√	√	√
Asian or Native Hawaiian/Other Pacific Islander	–	–	–	–	–	–
White	NA	NA	NA	NA	NA	NA
Multiracial	–	–	–	–	–	–
Other Groups	√	√	√	√	√	√
Students with Disabilities	√	√	√	√	√	√
Limited English Proficient	√	√	√	√	√	√
Economically Disadvantaged	√	√	√	√	√	√
Student groups making AYP in each subject	√	√	√	√	√	√
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	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>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A (HS)	Overall Evaluation:	Well Developed
Overall Score	78.6	Quality Statement Scores:	Well Developed
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment	14.3/15	Quality Statement 2: Plan and Set	Well

(Comprises 15% of the Overall Score)		Goals	Developed
School Performance (Comprises 25% of the Overall Score)	19.5/25	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	44.8/60	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	0	Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

2010-11 CEP Needs Assessment

This Needs Assessment is organized by the various indicators of school performance, including the School Report Card, Graduation and Regents Pass Rates, Learning Environment Survey, Progress Reports, and the School Quality Review. Listed below each is an assessment of the strengths and the areas in need of development for the school indicated by that accountability resource.

School Report Card

Strengths:

- On the most recent School Report Card from the State Education Department (2008-2009), TYWLS has received a designation of "in good standing" and is meeting each and every criterion for achieving AYP.
- ***** On all state exams and within each population subgroup, 97-100% of our students are receiving a 2-4, and 76-100% are receiving a 3-4. This second statistic is an increase from 65-100% in 2005-2006.
- Our graduation rate in 2009-2010 was 100% (50% higher than the state average).

Areas in need of development:

- Increasing the number of students receiving 4's on state tests.
- Encourage more reading in the Middle School.
- Continue to offer more challenging work to those students who can work academically beyond the expectations of the grade, such as offering Algebra 1 to 8th graders and offering the option of Honors courses within a regular class.

Graduation Rate and Regents Pass Rates

Strengths:

- In 2009-2010, the 4-year graduation rate was 100%.
- In 2008-2009, the 4-year graduation rate was 96%.
- Regents exam pass rates were above 97.96% in US History, for Global 93.67%.
- Regents exams for Math A & B were 100%, Algebra 1 87.06% and Geometry 71.05%.
- Regents exam pass rates in Living Environment were 94.25%, Earth Science 82.6%, and Physics 100%.
- While Regents exam pass rates in the third Math and Sciences were high, the number of students sitting for these exams was small.

- The Spanish Regents exam pass rate was 100%.

Areas in need of development:

- Increasing the number of students who prepare for and sit for the Physics, Chemistry, and Algebra 2 Regents exams.

Learning Environment Survey

Strengths:

- We consistently rank high on the learning environment survey. Parents, teachers and students agree that our school expects success among our students and that the school structure supports everyone's efforts toward that goal. Parents report that they are made aware of their daughters' progress and that the school partners with them and their daughters. Our student answers convey that they feel safe, respected and encouraged toward excellence. Teachers also report feeling supported in their shared mission of success for all our students.
- For academic achievement, we are 90% relative to our Peer Horizon and 95.7% relative to the city
- For safety and respect we are 90.5% relative to our Peers and 96.3% relative to the city.
- For communication we are 87.5% with our Peers and 92% with the city
- For parent engagement we are ranked 84% with our Peers and 92% with the city.
- Our attendance has a score of 96.3%

Areas in need of development

- In all areas, there was an overwhelming number of students, teachers, and parents who agreed or strongly agreed with the positive statements in the survey, and disagreed or strongly disagreed with the negative statements in the survey.
- There is a need to have current telephone numbers for all parents so that the Auto Dialer will be able to inform every parent about every meeting.

Among students: (strongly agree, agree, disagree, strongly disagree)

- Most students in my school help and care about each other. 16% 62% 17% 5% **(6.3)**
- Most students in my school just look out for themselves. 16% 43% 34% 6% **(4.3)**
- Most students in my school treat each other with respect. 16% 60% 18% 6% **(6.2)**
- Most students in my school treat **teachers** with respect. 12% 54% 21% 6% **(6.1)**
- Students who get good grades in my school are respected by other students. 25% 50% 21% 4% **(6.6)**

Among parents:

- My child participates in school activities before or after school.

Strengths:

- On the High School Progress Report we received an overall grade of an A, with an A in School Environment, an A in Student Performance, and a B in student progress.
- Our 4-year graduation rate puts us at 83% relative to our Peer Horizon.
- Our 6-year graduation rate puts us at 100% relative to our Peer Horizon.
- Our Student Progress indicators of Percentage of Students Earning 10+ credits in the 3rd year, Percentage of Students in School's Lowest Third Earning 10+ credits in the 3rd year, and our Average Completion Rate for remaining Regents, are above 50% relative to our Peer Horizon.

Areas in need of development:

- The percentage of students in the school's lowest third earning 10+ credits in the 2nd year is 57.1%. This puts us at 30.4% relative to our Peer Horizon.
- The percentage of students in the school's lowest third earning 10+ credits in the 1st year is 63.6%. This puts us at 44% relative to our Peer Horizon.

Middle School Progress Report 2009-10**Strengths:**

- On the Middle School Progress Report we received an A in School Environment, a D in Student Performance, and a D in student progress, for an overall score of C.
- On all indicators of Student Performance, we are 52.3% relative to the City Horizon in ELA at 57.7% in Math.
- Our median growth percentile in Math is 17.8% relative to our peers and 32.7% relative to the city.

Areas in need of development:

- On the Middle School Progress Report we received an overall grade of a C, due to the grade of an F in Student Progress.
- The percentage of students at proficiency (levels 3 or 4) on the ELA exam was 50.4%.
- The percentage of students at proficiency (levels 3 or 4) on the Math exam was 66.0%.

School Quality Review**Strengths:**

- There is an exceptionally well established and highly regarded culture of college entry for all students that bind leaders, staff, students and parents in a common vision for the school.
- Consistent use of relevant formative and summative data results in an ongoing understanding of individual, group, subject and school performance, which informs instruction and organizational decisions.

- Parents have valuable opportunities to be involved in their child’s learning through regular and open communication with teachers and staff about their child’s academic and personal progress.
- Highly committed staff regularly set rigorous learning outcomes for all students and engage students in robust self-assessment and peer assessments, as well as giving specific feedback to help them set and achieve their goals.
- Differentiated instruction offers a wide range of experiences, including the arts, research and community service, resulting in exceptional student engagement, ownership of learning and personal development.
- Teachers benefit from highly personalized professional development support that fosters reflection and provides opportunities for researching effective instructional techniques.
- A cohesive leadership team drives the school forward with consistent high standards in all academics, sharing the vision with the community to improve student outcomes by refining practice and programs to meet students’ needs.

What the school needs to improve

- Ensure that all school plans include time-frames for interim measures of progress aligned with scheduled evaluations of student progress.
- Build on course and unit goals, as well as promising practices among teachers, to further delineate student learning goals at the concept and skill level to enhance existing efforts to extend and support student outcomes.
- Further align teachers’ professional development goals with observation feedback, supported by a consistent and coherent professional development plan, to continue the robust self-reflection on pedagogical practices.

Additional Needs:

Teachers

1. Based on classroom work, teachers feel that despite our students’ high performance on standardized tests and other assessments of writing skills, that in order to be competitive in college and in the workforce, our students need to improve their writing skills, including the technical skills involved in the writing of complex sentences.
2. The performance of students in Mathematics across whole grades should reflect one year’s progress for 2009-10.

Administration

3. It is imperative that the administration continue to spend more time in classrooms and maintain their previous level of support for teachers.

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.

1. **Increase the median growth percentile of Middle School in ELA by 3%.**
2. **Improve the Geometry Regents results by 3%.**
3. **Expand the use of technology in classrooms by 10% to enhance instruction.**
4. **Continue to include parents in the progress of their daughters through small meetings/conferences, workshops, and school activities.**

SECTION V: ANNUAL SCHOOL GOALS

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): Student Achievement, Middle School

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increase the median growth percentile of Middle School in ELA by 3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Redesign MS Extended Day tutoring 2. Encourage all MS teachers to be teachers of Reading and Writing 3. Provide time for the AP of English to work with MS teachers in improving students’ academic progress 4. Have MS teachers use baseline data to inform the planning of instruction with MS students both during Extended Day and regular school hours 5. MS teachers will examine the new Core Curriculum more closely and align teaching materials for students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ol style="list-style-type: none"> 1. Provide support for MS teachers working with students in the Extended Day 2. Provide materials/resources for students to improve their command of Reading 3. Provide PD for MS teachers to improve their tutoring of Reading skills 4. Assign AP to teach MS several periods per week 5. Design time each month for MS teachers to get together and plan strategies for increasing the growth percentile of each student
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. Progress Reports 4 times per year 2. Report Cards 4 times per year 3. Teacher assessments 4. Standardized exams 5. Promotion to the next grade

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve the Geometry Regents results by 3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Examine Geometry Teacher’s goals for the year 2. Encourage adopting more hands-on, concrete materials within lessons 3. Allow for continued conversations with other Math teachers 4. Inter-visitation with other Geometry teachers outside the school excelling in mathematics 5. Have regular meetings with teacher to discuss progress being made in Geometry as determined by class tests and past Regents questions 6. Provide before and after school tutoring in Geometry 7. Have students who are scoring a grade of 70 and below be mandated for tutoring each morning. 8. Look at student progress for each of the 4 Progress Reports 9. Look at student report cards for each of the 4 marking periods 10. Teacher will continue to align state curriculum with course outlines
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ol style="list-style-type: none"> 1. Schedule funds for after school tutoring 2. Encourage all students who require tutoring attend the extended morning day program 3. Use data from Classroom Teacher, Report Cards and Progress Reports to help inform instruction 4. Provide differentiation of instruction to all students 5. Inter-visitation with other Geometry teachers outside the school excelling in mathematics
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. More than 50% of students will pass Geometry each marking period 2. Teacher weekly/monthly assessments will show student progress 3. Increased number of students will earn passing grades on the Geometry Regents

Subject/Area (where relevant):

Technology and Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Use technology to enhance instruction</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Put aside funds in galaxy to support the purchase of hardware and software for teachers 2. Apply for grants from local politicians and local businesses 3. Include the PTA in our plan 4. Work with the Technology Teacher and the Computer Technician on the direction to take 5. Further align the school with Metropolis Studios, located within our building for technological guidance 6. Invest in hardware that teachers will readily use in their classrooms such as the Document Reader, the iPad and updated laptops. 7. Provide more access to technology for students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ol style="list-style-type: none"> 1. Set aside funds in galaxy to support the technology expansion 2. Use our school Technology Teacher and Computer Technician to guide our decisions 3. Work collaboratively with the PTA 4. Work collaboratively with our PSO, New Visions 5. Provide workshops for parents included increasing their technological skills
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. The purchase of new hardware and software for both teachers and students 2. Technological partnerships with the community 3. Workshops for teachers on using the new hardware 4. Teachers making classroom visits to observe teachers using new hardware 5. Parents participating in workshops with the school on using some of the technology we will acquire

Subject/Area (where relevant):

Parent Inclusion

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Continue to include parents in the progress of their daughters through small meetings/conferences, workshops, and school activities.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. Continue to have meetings with parents for Progress Reports 4 times per year 2. Meet with parents of students who are performing below 70% in any major content area each marking period 3. Have workshops for HS parents on Transcript Review 4. Include parents daily on student progress via Teacher Ease 5. Have workshops on using Teacher Ease with Parents 6. Have workshops with parents on accessing ARIS 7. Encourage parent attendance at PTA meetings 8. Encourage parental involvement with school via activities such as Honor Roll Breakfast, 100 Nights to Graduation Class Celebrations
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<ol style="list-style-type: none"> 1. Provide time for training of parents on ARIS and Teacher Ease 2. Schedule meeting times for parents to visit school and meet with teachers during the day 3. Have Parent Coordinator send regular emails to parents and actively send phone messages through Autodialer 4. Provide time for staff to reach out to parents to discuss student progress 5. Encourage phone conversations with parents who cannot come to school 6. Have the Guidance Counselor conduct more meetings with parents
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. More parents visiting the school 2. More parents being further updated on their daughter's progress 3. Guidance Counselor/ APs/ Dean/Principal/ Parent Coordinator having more contact with parents

Content Area Goals

English

Humanities Grade 6

Goals:

- To have students be able to articulate how global cultures are reflected in global literature.
- To write a 4-paragraph essay that compares unit essentials to thematic elements of a novel.

English Grade 7

Goals:

- To have students be able to make textual connections across an array of literary genre.
- To write a 5-paragraph essay that analyzes relationships between multiple texts read this year.

English Grade 11

Goals:

- To use literary elements to analyze texts.
- To improve the range and depth of students' vocabulary
- To enable students to use a lens to read a text and to compare two texts; to use relevant textual evidence to back up arguments about a text by June 2012.

Assessment of Student Achievement:

- ELA Regents exam, January 2010 (would like all students to pass by June 2010, would like MOST students to earn a 75 or above).
- Progress and report cards.
- Verbal and Writing SAT scores. Periodic in-class essays.
- Classroom publications and projects.

Drama Grade 12

Goals:

- To read analytically and write expressively and precisely.
- To see, write, and perform works of drama.

AP English Grade 12

Goal:

- To closely read advanced texts and write expressively and precisely.

History

History Grade 7

Goal:

- Students will gain and be able to interpret and analyze primary source documents.

Assessment of Student Achievement:

- By reviewing the students' interactive class notebooks and in class assignments, and by class tests.

History Grade 8

Goal:

- Students will be able to support arguments with detailed evidence and in an organized manner.

Assessment of Student Achievement:

- Students will be assessed through discussions, debates, outlines, and essays (standards for each will be appropriate for each grade level).

Global History Grade 9

Goals:

- Students will interpret and analyze primary & secondary source documents
- Students will develop clear thesis statements
- Students will organize a five paragraph essay
- Students will work collaboratively on group projects and group work in and out of class
- Students will read and write consistently in and out of class

Assessment of Student Achievement:

- Daily class work and homework (both of which are graded consistently)
- Tests & quizzes
- Document-based questions
- Essays
- Presentations, debates, discussions
- Projects: powerpoints, posterboards, etc.

Student Goals-9th Grade SWBAT by June 25th:

Goals:

- Write well organized paragraphs (hopefully essay!)
- Broaden vocabulary (both Regents based and curriculum based)
- Read and analyze primary source documents
- Describe the effect of Geography on the development of civilizations and cultures

Assessment of Student Achievement:

- Formative and summative assessments will help me measure goals.
- In class writing it will be collected and analyzed.
- Data from tests in Regents style.
- Quizzes based on vocabulary worksheets.
- Unit projects will all measure student performance.

Student Goals-10th Grade SWBAT by June 25th:

Goals:

- Write a well-organized thematic essay
- Broaden vocabulary (both Regents based and curriculum based)
- Analyze documents (images and texts)
- Pass the NY State Regents

Assessment of Student Achievement:

- Formative and summative assessments will help me measure goals.
- In class writing it will be collected and analyzed.
- Data from tests in Regents style.
- Quizzes based on vocabulary worksheets.
- Unit projects will all measure student performance.

U.S. History Grade 11**Goals:**

- Students will interpret and analyze primary & secondary source documents
- Students will consider and analyze perspective
- Students will debate and discuss ideas with each other; students will consider and understand other viewpoints
- Students will conduct independent research using primary & secondary sources
- Students will organize a detailed, thorough, persuasive research essay
- Students will cite their sources
- Students will work collaboratively on group projects and group work in and out of class

Assessment of Student Achievement:

- Daily class work and homework (both of which are graded consistently)
- Tests & quizzes
- Document-based questions
- Essays
- Presentations, debates, discussions
- Projects: powerpoints, posterboards, etc.

AP Government and Politics Grades 11 and 12**Goals:**

- Students will be able to support arguments with detailed evidence and in an organized manner.

Assessment of Student Achievement:

- Students will be assessed through discussions, debates, outlines, and essays (standards for each will be appropriate for each grade level).

Government Grade 12

Goals:

- Students will be able to support arguments with detailed evidence and in an organized manner.

Assessment of Student Achievement:

- Students will be assessed through discussions, debates, outlines, and essays (standards for each will be appropriate for each grade level).

Math

Algebra Grade(s) 9 with 11 Grade Students)

Goals:

- Students will learn a variety of problem solving methods that incorporate algebra.
- Techniques include translating word problems into algebraic equations and solving, modeling situations with various representations, collecting and organizing data to be analyzed mathematically.

Assessment of Student Achievement:

- Achievement is measured through use of diagnostic pretests followed by summative assessments, class work and homework assignments and projects.

Geometry Grade 10 (with 9 and 11 Students)

Goals:

- For students to gain a better understanding of spatial reasoning.
- Learn relationships between and properties of shapes.
- Learn logical reasoning to prove statements and their answers.

Assessment of Student Achievement:

- Class tests, class projects, progress and report cards.
- The Regents exam in June 2011.

Applied Math Grade 12

Goals:

- For students to gain a strong foundation of number sense and be prepared to take a college math placement exam.

Assessment of Student Achievement:

- Class tests, class projects, progress and report cards

Calculus Grades 11 and 12

Goal:

- Students will apply calculus to solve real world problems from science and engineering.

Assessment of Student Achievement:

- Will be measured by summative assessments (unit and term exams) and performance-based assessment of a real world project.

Science

Science Grades 6/7

Goals:

- Students in grades 6 and 7 will be able to construct their own experimental design diagram and develop their own inquiry lab based on a scientific question.

Assessment of Student Achievement:

- This will be evidenced by a full lab report.

Science Grade 8

Goals:

- Students will be able to interpret scientific literature and identify the components necessary for the completion of a scientific investigation.

Assessment of Student Achievement:

- This will be assessed by reading assignments and class tests throughout the year.
- The successful completion of their 8th grade science exit project.
- Performance on the ILSE.

Earth Science Grade 10

Goal:

- For the students to have more facility with the language of earth science in order to better comprehend and interpret Regents Exam questions.

Assessment of Student Achievement:

- Weekly vocabulary tests.
- Periodic mock Regents Exams.
- Final Regents Exam in June 2010.

Chemistry Grades 11 and 12**Goals:**

- The students will gain an understanding of the elements and their arrangement on the periodic table
- Students will be able to classify chemical reactions, distinguish between acids and bases and make calculations involving the mathematics of chemistry.
- Students will become familiar with laboratory safety procedures, handling chemicals in the lab, gathering and analyzing data.

Assessment of Student Achievement:

- Student success in the class will be measured from their chemistry Regents grade as well as class tests, quizzes, lab reports and projects.

Living Environment Grades 9/11 and Biology Grade 12**Goals:**

- Students will be able to design an accurate controlled experiment, and write a correct corresponding hypothesis and title by June 2011.

Assessment of Student Achievement:

- Performance assessments (lab activities)
- Class quizzes, tests and projects as well as the NYS LE Regents exam.
- Performance data will be reported on progress reports generated by Teacherease.

Spanish**Spanish 2 Grade 10****Goals:**

- Improving conversation, reading, writing in Spanish in new contexts.
- Starting to become independent learners. Learn about geography and culture of Hispanic world.

Assessment of Student Achievement:

- Weekly quizzes and tests, observation of group and pair work daily, oral evaluations, individual and group projects.

Spanish 2 Native Speakers Grade 10

Goals:

- To prepare them for AP Spanish in 11th grade.
- To study of the Spanish language, grammar, vocabulary, culture, etc, through the media and literature.
- To be proud of their heritage and language.

Assessment of Student Achievement:

- Weekly quizzes and tests, observation of group and pair work daily, oral evaluations, individual and group projects.

Spanish 3 Grade 11

Goals:

- Prepare them for the Regents.
- Become proficient in most communicative situations in Spanish.
- To become independent learners of Spanish.

Assessment of Student Achievement:

- Weekly quizzes and tests, observation of group and pair work daily, oral evaluations, individual and group projects.

Music

Recorder Grade 6

Goals:

- Students will develop a strong foundation of recorder skills and knowledge.
- Students will develop sensitivity to tempo and dynamics through exercises and recorder repertoire.
- Students will develop rhythmic and metric sensitivity.
- Students will develop sensitivity to phrase length.

Assessment of Student Achievement:

- Class participation, class work, written exams, playing exams and concert performances.

Chorus Grade 7/8

Goals:

- Students will develop a strong foundation of singing/choral skills and knowledge of basic music theory.
- Students will further previously learned sensitivity to tempo and dynamics through choral warm-ups and repertoire.
- Students will be able to sing complex metric patterns and rhythms.
- Students will successfully connect phrases through the use of the diaphragm and abdominal muscles as well as proper posture.

Assessment of Student Achievement:

- Class participation, class work, written exams, singing exams and concert performances.

The Development of the Musical Grade 11

Goals:

- Students will develop a strong knowledge base involving Opera, Broadway Musicals and Film Music
- Students will demonstrate an understanding and appreciation for the history of Opera and its development through the ages.
- Students will learn, recognize and connect the similarities between the development of Broadway musicals and its predecessor “Opera”.
- Students will successfully relate and make real life connections to Opera, Broadway and Film Music(als) through visual and audio experiences.

Assessment of Student Achievement:

- Class participation, class work, written exams, group work and projects.
- A final creation and performance of an original opera or Broadway style musical.

Library

Library Skills Grades 6, 7, 9

Goals:

- Teaching Grade Level Benchmark Skills for grades 6,7,9 as outlined in NYSLS Information Fluency Continuum

Assessment of Student Achievement:

- Performance Assessments, Class Tests, TRAILS, Progress Reports, etc.

Physical Education

Physical Education Grades 6-12

Goals:

- To cycle through a wide variety of PE units that include many different sports and cooperative activities.
- Every year each student takes part in the New York City Fitnessgram in order to assess and provide information to students regarding their personal fitness levels.
- Students who are aware of their own fitness levels can utilize the information to set goals and pursue activities that can maintain or improve their fitness, and serve as powerful motivating factors for a lifetime of health and wellness.
- The YWL Foundation will again provide three very successful school health and wellness programs which include:
 - The Energy Up Program (January-April)
 - The National Council on Women's Health Program (January-May)
 - The Step Up Women's Network (October-May)
 - The Yoga Club (October-May)
 - Rugby League in the Middle School and our
 - Volleyball Club for Middle and High School Students.
 - Student participation in Harlem RBI, NYC tennis in the parks programs, Dance, and Martial Arts.

SECTION VI: ACTION PLAN
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					As recommended by IEP	As recommended by IEP	As recommended by IEP	As recommended by School Nurse
6	40	35			↓	↓	↓	↓
7	35	30			↓	↓	↓	↓
8	40	40			↓	↓	↓	↓
9	50	40	30	30	↓	↓	↓	↓
10	30	30	35	35	↓	↓	↓	↓
11	30	25	30	30	↓	↓	↓	↓
12	25	15	15	15	↓	↓	↓	↓

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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	Mandatory Extended Day small group tutoring before school. After school one on one and /or small group tutoring.
Mathematics:	Mandatory Extended Day small group tutoring before school. After school one on one and /or small group tutoring.
Science:	Mandatory Extended Day small group tutoring before school. After school one on one and /or small group tutoring.
Social Studies:	Mandatory Extended Day small group tutoring before school. After school one on one and /or small group tutoring.
At-risk Services Provided by the Guidance Counselor:	GC does individual and group counseling daily and group guidance classes with advisory teachers. She meets with grade teams to determine which students need services. An itinerant counselor comes to do mandated IEP counseling.
At-risk Services Provided by the School Psychologist:	Students are serviced by an itinerant school psychologist who comes regularly to review cases and who also comes for special cases.

At-risk Services Provided by the Social Worker:	School has the services of a part time itinerant social worker who comes weekly to work with students and who also comes for special cases.
At-risk Health-related Services:	The school has a full time nurse who coordinates all 504 and IEP related health services with the guidance counselor.

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.

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) 6-12 Number of Students to be Served: 7 LEP _____ Non-LEP _____

Number of Teachers 1 Other Staff (Specify) _____

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.

- Students take all tests in English.
- Patterns across proficiencies and grades reveal that our students are meeting or exceeding standards.
- ELL Interim Assessments are used to drive assessment.
- The assessments have helped us to determine that teaching strategies for language acquisition is the foundation for success in all subject areas.
- The native language is not used in our ESL instruction; we do not have dual language or bilingual instruction. The following are implications for the instruction of our ELLs:
 - The utilization of the Sheltered Language Model so that language acquisition objectives are built into the daily objectives of each class.
 - Differentiated instruction to reach different levels and types of learners which is important to address the academic needs of our ELL students.
 - Small group instruction so that ELL students can be active participants in their learning and take ownership of the English language.
 - The importance of providing multiple opportunities for practice in reading, writing and speaking in every content area class is a strategy that we identify as being an important foundation in our vision of instruction for our ELLs.
 - Pull out instruction and extended day activities

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.

1. The members of the LAP team are Althea Tyson, Principal, Drew Higginbotham, AP, Colleen McGeehan, AP, Vivian Hercules, Parent Coordinator, Kimberly Prindle-Jones, Guidance Counselor, Sonia Fernandez, ELL teacher, Carlos Lora, Spanish teacher, Margarita Leonard, Spanish Teacher, and Benjamin Menendez, Spanish teacher.
2. Teacher Qualifications: The ELL teacher Sonia Fernandez is a certified ELL teacher and her credentials are on file. She will attend Borough/District/New Visions ELL training. She is also supported with resources, materials and guidance from Young Women’s Leadership Network.
3. ELL Demographics
 - (a) There are only 4 ELL’s comprising less than 1.5% of the school population:

***** (b) The following students are designated as ELLs:

- Grade 8: Ilse Deleo Gutierrez is Advanced (Spanish)
 - Grade 9: Isveli Luna is Advanced (Spanish)
 - Grade 10: Fatou Diaby is Advanced (French)
 - Grade 11: Elizabeth Perez is Intermediate (Spanish)
- **All students receive ELL instruction 0 period.**

The Young Women’s Leadership School of East Harlem is a 6 to 12 school that is 61% Latina, 34% African American and 5% other. As per the NYSESLAT results, 4 of our students are ELLs: one 8th grader, one 9th grader, one 10th grader and one 11th grader. Three ELL students in our school have a home language of Spanish, one West African French.

- (c) There are no SIFE, Special Education, Newcomers between 4 and 6 years. All six students have been in the English language school system since kindergarten, i.e. from 6 to 9 years. The predominant language group represented is Spanish.

Section III. Title III Budget

School: 04M610 BEDS Code: 310400011610

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$750 \$619.88	30 hours of per session for ESL and General Ed teacher to support ELL Students 20 hours outside PD and inter school visitations Covered by per diem (\$154.97 x 4 days = \$619.88)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$500 books and other resources	(Example: Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	\$600	2 Rosetta Stone language development software packages
Travel	\$ 50	To meet teachers in other schools
Other		
TOTAL	\$2519.88	

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

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.

Data was collected from the ethnic survey and the home language identification surveys as well as surveys to parents distributed in Spanish and English. Parents were polled at open houses, parent meetings, parent teacher meetings and there was a demand for Spanish translation of all materials whenever feasible

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.

Because almost 61% of our students come from Hispanic households, our needs assessments revealed a need for Spanish translation services in all areas of school communication. This issue has been taken up at staff meetings, SLT meetings, and PTA meetings

Part B: Strategies and Activities

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

All materials/letters sent home to parents are translated into Spanish which is spoken by more than 50% of our parents. When parents visit, the Parent Coordinator, Dean, Secretary and two School Aides are bilingual and can accommodate the needs of all parents.

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

All materials/letters sent home to parents are translated into Spanish which is spoken by more than 50% of our parents. When parents visit, the Parent Coordinator, Dean, Secretary and two School Aides are bilingual and can accommodate the needs of all parents. All translations will be done by the Parent Coordinator, the Dean or the Secretary.

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>.

Posted signs in English and Spanish on the main floor will alert parents to the availability of translation service. A letter will also be mailed home in the fall indicating this availability.

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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2430		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$5580	*	

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.

SCHOOL PARENTAL INVOLVEMENT POLICY

1. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS.

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. TYWLS supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings, Curriculum Night, Parent Teacher Conferences, and all sub-committee meetings of the aforementioned bodies.

2. HOW OUR PLAN WILL ENSURE THAT ALL PARENTS, INCLUDING WORKING PARENTS AND PARENTS OF STUDENTS WITH SPECIAL NEEDS WILL BE AFFORDED THE OPPORTUNITY TO PARTICIPATE.

The administration has arranged for the Principal or Assistant Principal to be available on any morning by appointment as early as 7:30 am and as late as 5 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through classes, parent liaisons and interpreters. We now have in place software called Teacher Ease, which gives both students and parents instant web access to students' grades and teacher comments. We also have e-mailed/sent parents letter for them to access ARIS. Workshops are offered daily at the school and at PTA meetings for parents who may be experiencing difficulties accessing this information. The school regularly updates its website to make information about the school available to all parents. All parent teacher conferences have an evening component

for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

3. OUR MECHANISMS AND PROCEDURES FOR INFORMING PARENTS IN A TIMELY FASHION OF MEETINGS, WORKSHOPS, AND OTHER OPPORTUNITIES AVAILABLE TO PARENTS.

In addition to the above-mentioned hotline and website, the administration regularly distributes to every child all bulletins from the Department of Education in English and Spanish when available, to take home to parents. The PTA prepares bulletins and the school arranges for the distribution of these flyers to every child. They have also set up a suggestion box in the main office.

4. HOW PARENTS ARE INVOLVED IN A DECISION-MAKING CAPACITY, INCLUDING HOW MANY PARENTS ARE INVOLVED IN THE SCHOOL LEADERSHIP TEAM AND HOW THEY WERE SELECTED.

Parents were asked to complete a needs assessment at the beginning of the year. The SLT and PTA Executive Board meet with the Principal at a regular monthly meeting as well as through phone calls if a particular issue arises. There are five parents on the School Leadership Team. After a ten-day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school.

5. HOW WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN.

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. To this end, we have established an interactive box on the website so that parents can communicate at any time with the administration or the Parent Teacher Association.

8. HOW WILL WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL-PARENT COMPACT?

The Compact developed after a series of meetings between the parents and the administration. A meeting was held over the summer with the outgoing executive board. Subsequently, a general Parent Teacher Association meeting was held to elect a new executive board and new Title I parent representatives. Following that there was a Meet the Administration Night where parents voiced their issues. There was another general meeting and open forum for parents where the parent members of the School Leadership Team were elected. Following that, at the next Executive Board Meeting, the School Parent Compact was developed.

9. HOW WE WILL INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL PARENT INVOLVEMENT PLAN.

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.

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 for providing 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; the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; 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, 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 Teacher 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 PTA and the Administration.
15. Teacher maintenance of parental contact logs.
16. Attendance outreach for 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

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.

The process of looking at the comprehensive educational plan is the foundation of the school's comprehensive needs assessment. At the beginning of each school year we begin with an analysis of whatever data from the previous year is available. It includes parent surveys, student surveys, teacher surveys, an analysis of standardized testing as available and a presentation of CEP goals and objectives for the year presented to staff at the opening meeting and to parents at the opening SLT meeting.

2. Schoolwide reform strategies that:

- a.) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The needs of every student, including special education and ELL students, are addressed through the use of data to analyze and drive student achievement. Students' data are analyzed at the time of admission and on an ongoing basis. Students below proficiency level are targeted for academic intervention services, extended day tutorials, and differentiated instruction. Students who are accelerating to mastery are provided ongoing challenges and enrichment and opportunities to pursue off site activities and courses. Students' progress is closely monitored through progress reports and advisor communications with parents. In addition students are trained to take responsibility for their own learning, to evaluate their own transcripts, and to participate in student led conferences

- b.) Use effective methods and instructional strategies that are based on scientifically-based research that:

Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and Opportunities.

To increase the amount and quality of learning the school provides a wide variety of after school programs and Saturday programs in collaboration with Young Women's Leadership Network. Students have extended learning opportunities throughout the summer in the form of experiences on college campuses, summer travel camp, summer-bridge for new students, and summer science field work for credit

- c.) Help provide an enriched and accelerated curriculum.

To provide an enriched and accelerated curriculum students have the opportunity to pursue a variety of courses in the arts including Drama, Visual Arts, Instrumental and Choral Music, Videography, Advanced Placement courses in English, History, Science, and Foreign Language. Students can also take college courses for college and high school credit through CUNY College, Stony Brook University, and Monroe College.

- d.) Meet the educational needs of historically underserved populations.

To meet the needs of historically underserved populations, TYWLS EH was established. It is the first 6-12 grade college preparatory, NYC public high school, in CSD4 opened to serve first generation minority girls. The school has had a 100% graduation and acceptance to college since 2001

- e.) 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.

To address the needs of all children in the school the school provides individual and group counseling, group guidance, the services of an itinerant SBST, and many community based mental and physical health clinics. Students receive early career and college exploration lessons through the advisory program and YWLN College Bound Initiative. This program places a full time college-bound guidance counselor in the school. Students participate annually in a Career Day, and also have the opportunity to do job shadowing and apply for internships

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

All programs are consistent with State and City standards.

Students with difficulties are identified on a timely basis because of the ongoing assessment of student data by grade teams. No students fall through the cracks as there are no cracks. Every student is well known and supported to achieve her personal best. Accelerated students have the choice of electives, advanced placement classes, and classes on college campuses.

3. Instruction by highly qualified staff.

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and partnerships with university schools of education such as New York University, Columbia University Teachers College, Bank Street College of Education, and Hunter College of the City University. We coordinate and integrate our funding streams to ensure the quality of our program. Under the Title II program, teacher and principal quality is ensured through recruitment and retention of teachers and principals with the Transition to Teaching Program will be sued to recruit and retain mid-career professionals and recent graduates

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.

To ensure that all staff is trained in data analysis and interpretation to improve attendance and instruction, we provide professional development in these areas with the support and assistance of the deputy superintendents for instruction, ATS coordinators, supervisors of attendance, district assessment liaisons, and supervising attendance officers.

We take advantage of opportunities for staff development provided by the high school division of instructional technology to improve the capacity of all of our teachers to effectively integrate and embed technology across the curricula.

The school is implementing research based high quality professional development that is aligned with the needs of the students and the principles of the State’s curriculum. Our professional development is outcome-based and directly linked to student needs identified through data analysis as detailed on the New Visions Snapshot Data and Student Tracker. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards. These strategies include: job-embedded support such as in-class demonstration lessons and modeling of research-based strategies provided by our teacher mentor. In addition, we have teachers who meet to discuss and/or research specific issues or questions that assist in developing best practices. Another research-based strategy is intra-visitations; that is, teachers are encouraged to visit and observe other teachers’ classrooms so as to learn and benefit from others’ expertise and experiences, as well as interschool visitations with other Young Women’s Leadership Schools.

We further ensure high quality professional development through our own professional development plans based on annual needs assessments and through an incorporation of professional development offered by the CFN.

The focus of professional development from the new teacher mentor will be on strengthening the skills, content, context, and process knowledge of new teachers in all subject areas to ensure that all teachers are providing instruction aligned with the standards and assessments. The mentor will work with new teachers to have them meet teaching standards established by the new institute mentoring system. In addition, general education teachers will continue to receive training, including strategies emphasizing differentiated instruction and conferencing with students.

Every classroom has a networked computer for teacher use to connect to the intranet school website which features teacher resources and toolkits linked to the library website and to the internet mhs.org website which takes the teacher to a number of links on the standards, curriculum, assessments, and other resources.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers/partnerships with university schools of education such as New York University, Columbia University Teachers College, Bank Street College of Education, and Hunter College of the City University. We coordinate and integrate our funding streams to ensure the quality of our program

6. Strategies to increase parental involvement through means such as family literacy services.

Parents should be involved in the decisions concerning how parent involvement funds are spent. An annual meeting will convene to explain the Title 1 program to parents at the beginning of each school year. The school will offer a flexible number of meetings and will use Title I funds to pay related expenses such as childcare, transportation, and parent incentives. Parents will be involved in an organized, ongoing, and timely approach in planning and reviewing the improvement of Title I programs. Parents will be provided information in a timely manner concerning Title I programs. The school will describe the curricula, student assessment and proficiency levels students are expected to meet. And, the school will provide opportunities for regular meetings where parents can provide input and respond promptly to parent suggestions. This can also include the use of a website, PA/SLT email, and the PTA/student suggestion box in the main office. Parents should attend school, district, citywide, and in state/ out of state parent professional development workshops and conferences. Parent involvement and parent representation will be encouraged on a school level in collaboration with Learning Leaders for trained volunteers in our school community. The National Network of Partnership Schools recommends six types of parental involvement and the National PTA endorses it:

- 1. Parenting: Help all families establish home environments to support children as students.**
- 2. Communicating: Design effective forms of school-home-school communication about school programs and their children's progress.**
- 3. Volunteering: Recruit and organize parent help and support.**
- 4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.**
- 5. Decision-Making: Include parents in school decisions, develop parent leaders and representatives.**
- 6. Collaborating with Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.**

Strategies include; convening special grade level parent meetings including open house for incoming students, grade level parent meetings for grades 6-12 on topics such as adolescent developmental issues, what to expect in each new grade level, the high school application process, how to start early college awareness, the college application process, the financial aid application process, special guest speakers at PTA meetings particularly on the issues of health, a parent health fair, parent outreach at student assemblies to recognize student achievement, parent attendance at regional parent conferences, training for the parent coordinator at all regionally sponsored professional development, increased translation and interpretation services for parents and families.

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.

We have no pre school children as the school starts in the 6th grade.

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.

Measures are as follows:

- **School planned and delivered professional development on assessment.**
- **School training handbook on assessment.**
- **School purchased grading software.**
- **School generated progress reports sent out four times per year in addition to the four report cards.**
- **Teacher – supervisor conferences on report card assessments and measures to improve student achievement.**
- **Course contracts for each class are sent home at the beginning of each course requiring a parent’s signature.**
- **The grading policies are posted on the school website and are included in the school agenda book.**
- **All regional and city directives regarding assessment are adhered to.**

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.

The school trains teachers at the beginning of the year on strategies that provide assistance for at risk students. At risk students are identified based on data from the prior year and the students’ history. Part of this identification process includes the Advisor Confidential Information Form which is passed to the new advisory teacher each year. This includes a series of binders with extensive history and current information as well as a portfolio of work for each at risk student so teachers can case-conference by grade level. Each teacher puts together a list of students in each of their content area classes whose grades fall below a 70 for the marking period. All these students become mandated to attend Extended Morning Tutoring each day. Teachers use group emails to parents and weekly progress reports as a means of communication. Teachers attend all regionally sponsored training sessions on academic intervention services for students at risk. Students are required to participate in small group tutorial if they are falling behind in a subject. The special education teacher trains the content teachers on how to use the IEP of the student with disabilities, including how to differentiate instruction and modify assignments for optimal success. The ESL teacher trains the content teachers on language supports for ELL’s.

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.

As a school wide program, school funding sources are used so that all students benefit.

Programs Include:

- **Classroom teachers**
- **Textbooks**
- **Instructional supplies**
- **Library books**
- **Technology hardware and software**
- **Teacher training**
- **Professional development**
- **Parent involvement activities**
- **Academic intervention services**
- **Academic enrichment services**
- **Peer mediation/conflict resolution**
- **Individual and group guidance services**
- **New continuum/LRE**
- **Attendance outreach**
- **Health and nutrition initiatives**
- **VESID programs**
- **Internships and after school work opportunities**
- **Classroom instruction**
- **Advisories**
- **Test prep**
- **ELL support**
- **College advising**

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” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² 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 (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$204096.48	<input checked="" type="checkbox"/>	
Title I, Part A (ARRA)	Federal	Yes			\$177930.72	<input checked="" type="checkbox"/>	
Title II, Part A	Federal	N/A					
Title III, Part A	Federal	N/A					
Title IV	Federal	N/A					
IDEA	Federal						

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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						
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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: N/A **SURR³ Phase/Group (If applicable):** N/A

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.

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: N/A

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.

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

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>

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

2. Please describe the services you are planning to provide to the STH population.
 - ✓ **Insure the provision of breakfast for both students**
 - ✓ **School will pay for all trips**
 - ✓ **Counseling services will be provided to students on a regular basis**
 - ✓ **Parents will be assured we will work with them on as many levels we can**

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

School Name:	Young Women's Leadership School					
District:	4	DBN:	04M610	School		310400011610

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.0/94.1	96.6/	96.3 /
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.7	99.0	99.3
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	26	55	51	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	50	51	55		63.3	82.9	79.2
Grade 8	72	51	50				
Grade 9	84	81	78	Students in Temporary Housing - Total Number:			
Grade 10	81	81	88	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	50	63	64		2	8	3
Grade 12	60	55	64				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	423	437	450	(As of October 31)	2007-08	2008-09	2009-10
					0	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	4	8
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	3	0	0
Number all others	22	22	28				

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

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	6	7	TBD	Number of Teachers	27	26	26
# ELLs with IEPs	0	3	TBD	Number of Administrators and Other Professionals	8	7	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	3

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	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	79.3	64.3	65.4
				% more than 5 years teaching anywhere	58.6	46.4	57.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	79.0	92.3
American Indian or Alaska Native	0.9	0.9	0.4	% core classes taught by "highly qualified" teachers	76.7	81.6	100.0
Black or African American	35.7	34.1	35.1				
Hispanic or Latino	57.4	58.4	58.2				
Asian or Native Hawaiian/Other Pacific	3.1	4.1	4.7				
White	1.2	0.7	1.6				
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	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:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-	-	-	-	
Hispanic or Latino	v	v		v	v	-	
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			-	
White				-	-	-	
Multiracial	-	-	-			-	
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v		v	v		
Student groups making	4	4	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	C / A	Overall Evaluation:	WD
Overall Score:	24.6 /	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	12.2 /	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:	3.7 / 20.2	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	8.7 / 37.7		
<i>(Comprises 60% of the</i>			
Additional Credit:	0 / 0		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 New Visions	District 04	School Number 610	School Name TYWLS
Principal Althea B. Tyson		Assistant Principal Andrew Higginbotham	
Coach type here		Coach type here	
Teacher/Subject Area Sonia Fernandez		Guidance Counselor Kimberly Prindle-Jones	
Teacher/Subject Area type here		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Vivian Hercules	
Related Service Provider Marcia Borland		Other type here	
Network Leader Derek Smith		Other type here	

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

C. School Demographics

Total Number of Students in School	450	Total Number of ELLs	7	ELLs as Share of Total Student Population (%)	1.56%
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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.

Part II: ELL Identification Process

1 – 6.
 The students in our school who are ELLs came to us with that designation in their cumulative folders. When students are admitted information is taken from their cumulative folder. The vast majority of our students are coming from neighborhood public schools and so would have a designation of ELL if necessary. In addition, since students are coming from neighborhood schools they are list noticed to our school. Through the list notice we can see whether students are designated ELLs or not.

When a student is enrolled who is new to the Department of Education, the ESL teacher, Sonia Fernandez, meet with parents immediately to make an initial determination of the student’s home language. They administer the Home Language Identification Survey and conduct an informal interview with the parents in both English and Spanish to determine the home language of the student. If the parent speaks a language other than English or Spanish, the CFN is contacted in order to arrange translation services in the required language. If it is determined that a language other than English is spoken in a child’s home, then the child is administered a Language Assessment Battery by the testing coordinator. Once the results of the LAB-R are available, the parent is informed in writing (in the home language) that their child is eligible for ELL services and provided with the Parent Survey and Program Selection Form. Parents are invited in to discuss the ELL service options with the Guidance Counselor or the ESL teacher. The Program Selection Form is returned to the parent coordinator, who informs the administration of the parent’s choice of program. This process is completed with 10 days of a student enrolling in the school.

All of our ELL students’ parents have chosen a free standing ESL program. Therefore, this is the only program model we offer and it is aligned with parent requests. Students are given 180 minutes per week with the ELL teacher. Parents are made aware at one on one meeting that their daughters will be part of this program. Outreach is made by email, telephone calls and regular mail to invite parents to meet with us to discuss the perimeters of the program in September each school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- | | | | | | | | | | | | | |
|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----|
| <input type="radio"/> | |
| <input checked="" type="radio"/> | |
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained									2	2	2	1		7
Push-In														0
Total	0	0	0	0	0	0	0	0	2	2	2	1	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	6

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

	ELLs by Subgroups									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"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 6	<input type="checkbox"/>	<input type="checkbox"/> 4	<input type="checkbox"/>	7
Total	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 6	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/>	7				

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

C. Home Language Breakdown and ELL Programs

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

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
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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									2	2	1	1		6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	2	2	2	1	0	7							

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.

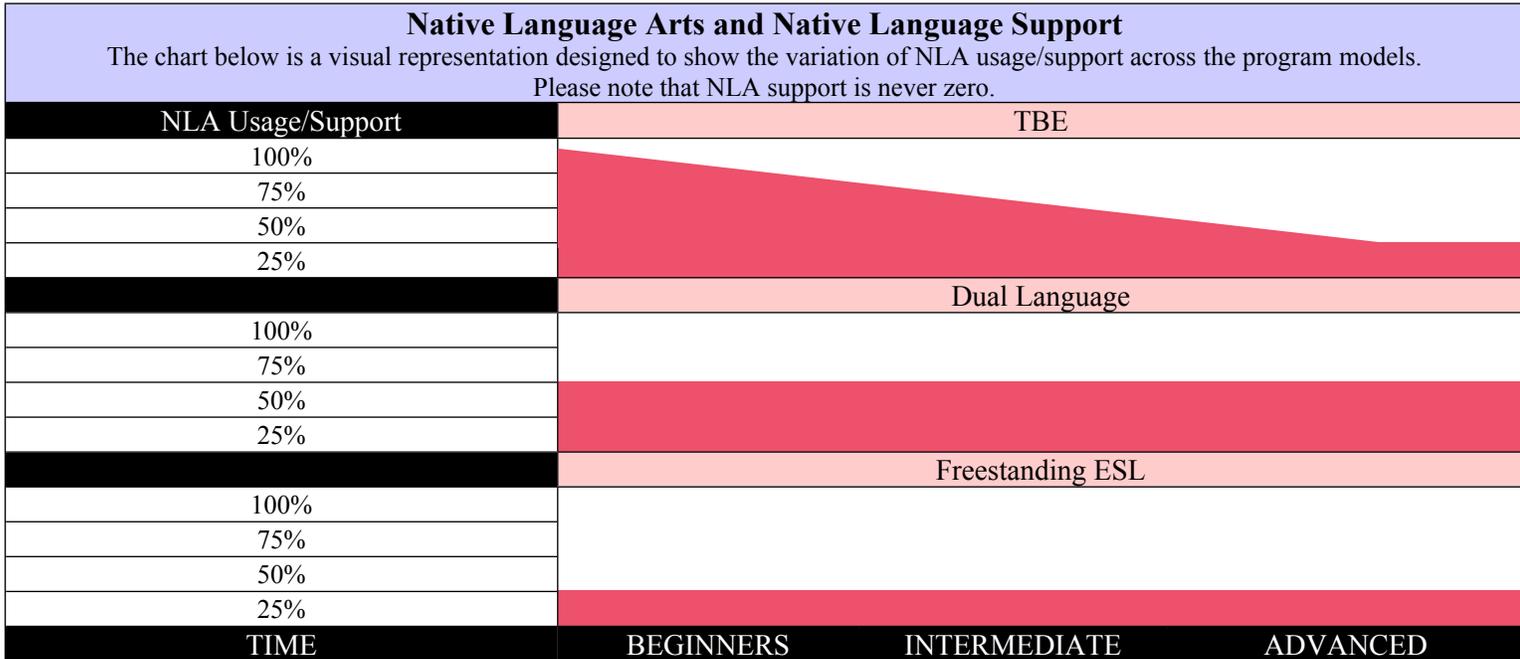
Part IV: ELL Programming

Our organization model for providing ELL instruction is the pull-out model. Students are grouped ungraded and heterogeneously in one class that meets with the ESL teacher 180 minutes per week. Instruction is in English and focuses on vocabulary development, fluency, and reading comprehension, as well as conventions of written English. Materials include vocabulary workbooks, various reading comprehension workbooks, and content area materials from the students' non-ESL classes. All ELL students also have ELA instruction for 245 minutes per week.



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. Morning tutoring; extended time and test; afterschool tutoring; more individual attention in the classroom.
All offered in english.
6. We will continue with all of the services offered in number 5 above.
7. We have no new programs at this time.
8. No programs/services for ELLs will be discontinued.
9. All Ells are given equal opportunities to all school programs before, during, and afterschool.
10. Text, computers, on-line materials.
11. With ESL all ELLs are suppoorted through spanish classes. Six of our seven ELLs are native spanish speakers.
12. Yes, support and resources correspond to students age and grade level.
13. All ELLs enter our school already designated as ELLs. They are introduced to the ESL teacher, Parent Coordinator and offered any needed service.
14. Our school only offers spanish as a language elective to all students including ELLs.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. The ESL teacher attends DOE trainings for ESL/ELL teachers and meets with ESL/ELL teachers at partner schools.
2. The ESL teacher is provided with resource materials; time to meet with incoming ELLs from elementary school.
3. In part ELL training for the whole staff is integrated into the work of inquiry teams who focus on ELL students as a subgroup in their analysis of student performance data and research and implementation of instructional strategies. Furthermore, instructional practices in literacy development for both ELL and non-ELL students is an ongoing topic of monthly best-practices workshops for the entire faculty.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. The Parent Coordinator is actively involved in meeting with parents of ELLs and having workshops with them.
 - a. At PTA meetings the Parent Coordinator is always present and provides translation for parents of ELLs.
 - b. At Parent teacher conferences we have several members of staff available for translation services for all parents who need it in particular parents of ELLs.
 - c. At one on one parent meeting we always have staff available for translation services for all parents who need it in particular parents of ELLs.
2. The school partners with the PTA; El Museo Del El Barrio; New York Academy of Medicine; and the Council Women's office.
3. In order to evaluate the needs of parents, our PC has continued conversations with them.
4. We work with all parents on a regular basis to help their daughters progress in school each marking period.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8			1		1				2
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Algebra</u>	3		2	
Math				
Biology				
Chemistry				
Earth Science	2		1	
Living Environment	1		0	
Physics				
Global History and Geography	2		1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.

With a population of only 7 ELL students across 4 grades, it is difficult to identify statistically significant trends or patterns. However, one trend that is of note, is that students designated as ELL who also have an IEP are more likely to not meet the standards on state

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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		