



THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF ASTORIA

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: 30Q286
ADDRESS: 2315 NEWTOWN AVENUE, ASTORIA NY 11102
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 286 **SCHOOL NAME:** The Young Women's Leadership School of Astoria

SCHOOL ADDRESS: 2315 Newtown Avenue, Astoria NY 11102

SCHOOL TELEPHONE: 718 267 2839 **FAX:** 718 728 0218

SCHOOL CONTACT PERSON: Laura Mitchell **EMAIL ADDRESS:** LMitche10@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Yaneth Nunez</u>
PRINCIPAL:	<u>Laura Mitchell</u>
UFT CHAPTER LEADER:	<u>Rayna Talamantez</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Yaneth Nunez</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Nermin Moustafa/Nicole Katav</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 30 **CHILDREN FIRST NETWORK (CFN):** 101

NETWORK LEADER: Marina Cofied/Megan Roberts

SUPERINTENDENT: Juan Mendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Laura Mitchell	*Principal or Designee	
Jerry France	*UFT Chapter Chairperson or Designee	
Yaneth Nunez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Dawn Ortiz	DC 37 Representative, if applicable	
Nicole Katav	Student Representative	
Nermin Moustafa	Student Representative	
	CBO Representative, if applicable	
Marilyn Cruz	Member/Parent	
Zahia Elmari	Member/Parent	
Shannon DeRosa	Member/Teacher	
David Kolodney	Member/Teacher	

(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 mission of The Young Women's Leadership School (TYWLS) of Astoria is to create a community of lifelong learners and to successfully prepare low income and minority women from diverse backgrounds for college and other post secondary experiences. TYWLS of Astoria is committed to nurturing the intellectual curiosity and creativity of young women and to address their developmental needs. The school community cultivates dynamic, participatory learning that enables students to experience great success at many levels, especially in the fields of math, science and technology. Students are supported to achieve their personal best in and out of school. TYWLS of Astoria instills in its students a sense of community, responsibility and ethical principles of behavior that help make them leaders of their generation, today and tomorrow. We also work with the families of our students to develop meaningful partnerships.

Fundamental to the success of TYWLS of Astoria is small classes (20-25 students) and a strong instructional staff devoted to the education of adolescent women. TYWLS of Astoria devotes most of its budget to instruction. In order to fulfill this essential portion of our mission, we meet our administrative and staff development needs through network and outside resources. Through our partnership with The Young Women's Leadership Network and other Community Based Organizations, we develop strong staff development and after-school programs. As a single gender school, TYWLS of Astoria focuses its professional development on meeting the academic, social and developmental needs of young women. Through comprehensive professional development, school-based mentoring and common planning time, TYWLS of Astoria teachers perfect their craft and tailor their curriculum to meet the individual needs of their students.

TYWLS of Astoria expects students to pursue higher education and become lifelong learners. Students take an active role in their education and in the growth of the school. Through the collaboration with the Young Women's Leadership Network and CollegeBound, these young women assume leadership positions in the school and in the community. Families, teachers and students join together to create a successful school.

TYWLS of Astoria will serve 560 students in grades 6-12. Currently we have 428 6th, 7th, 8th, 9th & 10th graders. The school provides a comprehensive curriculum aligned with New York State and New York City standards. Through a combination of individualized attention, innovative teaching and high expectations, students achieve academic success. The school empowers young women by encouraging them to become critical thinkers, responsible decision makers, and the leaders of their generation. All TYWLS of Astoria students are expected to attend a 4-year college or university after obtaining mastery credentials in math, science, social studies, foreign language and English as evidenced by Regents examinations. Candidates for graduation will also successfully complete benchmark projects, reports, portfolio assessments, presentations in all subject areas and community service projects.

TYWLS of Astoria is a replication project of the TYWLS, East Harlem and joins the network of schools in Queens, Brooklyn, Dallas, Philadelphia and Chicago started by The Young Women's Leadership Network (YWL Network). We believe the opportunity for a college preparatory, single gender school should be available to the young women of all five boroughs and their families within the public school system.

Distinctive Characteristics:

- iZone School
- Single Sex (all girls)
- 77% Free/Reduced Lunch
- CollegeBound
- Small class size (20-25 students per class)
- Advisory Program
- Diverse Culture

- Supported by The Young Women's Leadership Network 501c
- Professional Learning Communities
- Community Service
- Grade Level Teams
- High Attendance
- Collaborative Problem Solving
- Outcome Based Grading System

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 of Astoria				
District:	39	DBN #:	286	School BEDS Code:	343000011286

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 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					97.7	96.97	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					98.7	95	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	81	82	81	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	79	78	82		73.4	58.5	80.2		
Grade 8		83	83						
Grade 9			89	Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					2	0	0		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	159	243			2	4	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				Principal Suspensions			TBD		
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions	1	1	TBD		
Number all others	5	8	10						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	-	-	-
# in Trans. Bilingual Classes				Early College HS Participants	-	-	-
# in Dual Lang. Programs							
# receiving ESL services only				Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	2	19	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	11	17	27
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	-	-	TBD
	-	-					
				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	TBD
American Indian or Alaska Native				Percent more than two years teaching in this school	0	29.4	TBD
Black or African American	5	6.2	5.4	Percent more than five years teaching anywhere	9.1	23.5	TBD
Hispanic or Latino	52.8	46.9	45.1				
Asian or Native Hawaiian/Other Pacific Isl.	22	27.2	27.8	Percent Masters Degree or higher	73	71	TBD
White	20.1	19.8	21.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	92.3	TBD
Multi-racial							
Male							
Female	100	100	100				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	√			
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 (✓)			Secondary Level (✓)		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	√	√	√	√	√		
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	√	√	√		
Hispanic or Latino	√	√	√	√	√		
Asian or Native Hawaiian/Other Pacific Islander	√	√	√	√	√		
White	√	√	√	√	√		
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		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	66.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	12.9	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	12.1	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	39	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	Proficient
<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?
-

Trends 2009-10 Progress Report

- Closing the Achievement Gap Proficiency Gains greatly increased in ELA
 - 25.0% in 2008-2009 to 65.0% in 2009-2010
- Closing the Achievement Gap Proficiency Gains greatly increased in Math
 - 37.5% in 2008-2009 to 52.2% in 2009-2010
- Student Performance moved from an A (20.5 out of 25) to a B (12 out of 25)
- Percentage of students at Proficiency (Level 3 and 4) in ELA decreased (ELA State Test)
 - 91.8% in 2008-09 to 63.9% in 2009-10
- Percentage of students at Proficiency (Level 3 and 4) in Math decreased (Math State Test)
 - 97.5% in 2008-09 to 82.4% in 2009-10
- The median percentile for schools' lowest third slightly decreased in ELA (ELA State Test)
 - 78.8% in 2008-09 to 78.0% 2009-10
- The median percentile for schools' lowest third increased in Math (Math State Test)
 - 73.6% in 2008-09 to 75.0% 2009-10

It is important to remember:

- Schools across the city were greatly impacted by the renorming of both the ELA and Math State Tests and the adoption of the Common Core Standards. Both will be completely aligned in 2014.
- This year, New York State held students to tougher academic standards to help ensure that our students graduate with the skills they need to be successful in college and beyond.
- To raise the bar, the State changed the way it graded the English and Math tests so that a score that last year was high enough to earn a rating of 3, or "proficient," this year would only be a rating of 2, or "basic." The tougher grading system resulted in a significant drop in overall ratings across the City and the entire State.
- A student whose State test results dropped did not necessarily learn less than in previous years. In fact, City students generally earned scale scores, or actual scores, that were about the same as last year. The State just changed what is needed for each level.

Accomplishment #1

SCHOOL CULTURE: Building a caring and supportive culture where learning takes place at The Young Women's Leadership School of Astoria (TYWLS of Astoria).

Culture of TYWLS, Astoria

TYWLS of Astoria joins a network of first-rate single gender schools started by The Young Women's Leadership Network (YWL Network). All YWL Network schools adhere to an established set of *Core Values* that are proven effective for creating successful single gender schools. The *Core Values*, described below, are the foundation by which the culture of TYWLS of Astoria is defined.

1. **GO GIRL!**

We believe in educating the whole student and meeting each student's individual needs. A single gender public school offers students an educational environment that is free from the sexual stereotypes and pressures of society. At TYWLS of Astoria, gender differences in learning styles are studied and are the foundation for teaching more effectively. Gender differences are valued not ignored. This environment enables teachers to focus on students' academic as well as social and developmental growth. Our students thrive both academically and socially because of the emphasis on single gendered learning styles. Our teachers are able to attend to the developmental, psychosocial and academic needs of the students, both individually and during small group interactions.

2. **SMALL SCHOOL DEVELOPING THE LEADERS OF TOMORROW!**

The key to our school's success is twofold. First the ability of each staff member to get to know every student in the school. Thus teachers are able to meet students' academic, social and emotional needs. Students are actively engaged in projects that build their leadership skills, their ability to work in teams, and their capacity to positively impact their community. Constant and steady streams of community and business leaders, role models, and mentors have been invited into the school to teach leadership skills to the students. Staff members explore and participate in developmental programs that teach them how to integrate leadership skills into the curriculum. Secondly, TYWLS of Astoria begins recruitment at 6th grade. It is of great importance that students stay with us from 6th to 12th grade. This gives students the opportunity to develop a strong educational foundation at an early age in preparation for the Standardized Tests in grades 6, 7 and 8. It also prepares them for the rigorous college curriculum that they will encounter in high school. Beginning at 6th grade aids teachers in identifying the needs of their students to ensure that they have the tools they will need to pass Standardized Tests and Regents as well as school-wide midterms and finals, group and individual projects and meet performance objectives in each course. It gives educators time to plan and implement teaching strategies that aid all students in the mastering of important concepts and skills that they will need to be successful throughout their school careers.

3. **HIGH EXPECTATIONS!**

TYWLS of Astoria is built on a tradition of high expectations. The school is not a gifted program. We look for students who have historically been underachievers, but who are highly motivated to learn. Students are presented with a rigorous college prep curriculum that will enable them to compete both academically and professionally. Students are expected to take responsibility for their actions, and are taught to understand how choices affect their future. Through the advisory program, health and wellness programs and leadership events, students are given the tools necessary to make responsible life choices.

4. **EVERY STUDENT COLLEGEBOUND!**

Every girl at TYWLS of Astoria is expected to go to college. College preparation and awareness begin in the 6th grade. College exploration is integrated into all aspects of the curriculum. During Advisory students learn about college/university choices and the hard work and dedication it takes to get accepted into the college/university of their choice. College trips are part of this process. The Young Women's Leadership Network provides each of its schools with a full-time CollegeBound counselor.

5. **WE GET RESULTS!**

TYWLS of Astoria places a strong emphasis on results. We expect TYWLS of Astoria to produce attendance rates and test scores well above district averages. TYWLS schools are desirable places to teach and learn. TYWLS of Astoria, in partnership with the YWL Network, provide students with after-school, and summer enrichment programs to enhance the educational program offered to our students.

The culture of TYWLS of Astoria is defined by high standards and the creation of a supportive environment for our students to reach those standards. The students are required to wear uniforms and comply with the rules and regulations of the school community and the New York City Department of Education. The school serves as a learning community for all constituencies: students, teachers, administrators and families. We aim to create an environment that encourages exploration, research, and self and peer assessment. Our goal is for TYWLS of Astoria students to develop a lifelong love of learning.

Parent involvement in school activities and committees are essential to our success. Family members are teachers and are engaged in their child's academic and social growth. TYWLS of Astoria engages families through the Parent-Teacher Association Meetings, Grade Meetings, Student-Led Conferences, school celebrations, workshops, parent book club, and the School Leadership Team.

Accomplishment #2

PROFESSIONAL DEVELOPMENT: Fundamental to the success of TYWLS of Astoria is small classes (20-25 students) and a strong instructional staff devoted to the education of adolescent women. TYWLS of Astoria devotes most of its budget to instruction. As a single gender school TYWLS of Astoria focuses its professional development on meeting the academic social and developmental needs of young women. In order to fulfill this essential portion of our mission, we meet

our administrative and staff development needs through our partnership with The Young Women's Leadership Network, Bridges for Learning Network, iZone, outside resources and ongoing in-house professional development. Through comprehensive professional development, school-based mentoring and common planning time, TYWLS of Astoria teachers perfect their craft and tailor their curriculum to meet the individual needs of their students.

Accomplishment #3

COMMUNITY SERVICE PROGRAM: The Community Service Program at TYWLS of Astoria is a structured service learning program with the goals of instilling empathy, community awareness, interdependence and altruism. The students are expected to participate in schoolwide, small group and individual community service and outreach activities three times per year.

The students are responsible for completing a concise writing piece about a specific activity they've participated in and describing a new skill they have learned.

The community service projects include a variety of experiences which include, but are not limited to in-school, local, national and global learning experiences. We have participated in the following activities during the 2006-2010 school years:

- School Beautification
- Animal Shelter
- Student Planning Team
- Save the Manatee
- The Breast Cancer Walk
- Center for Rehabilitation visits

The students have had central roles in several school wide events such:

- Student-Led Conferences
- Pinning Ceremony
- The Winter/Spring Showcases
- Winter Workshops
- The Attendance Award Ceremony
- Multicultural Day
- Fashion Show

The girls have taken on various school roles and assisted school staff in order to learn about the ways in which a school operates as well as garnered specific skills that are necessary to perform as an educator. Throughout the community service program students have learned to be proactive, knowledgeable change agents who have improved their writing, reading, research, organizational and presentation skills.

The program has increased the sense of collaboration and sisterhood amongst the students as they serve side by side to enhance the overlapping communities in which they belong. The students' summaries of their community service experiences are the most poignant way of identifying the power of community service.

The benefits of community service are far reaching and intangible. The students are impacting their communities, while developing skills that will serve them, not only in school, but also in college and on into their futures.

Ways we have improved Student Achievement:

PROFESSIONAL DEVELOPMENT

As a team we gather data from interim assessments, attendance reports, course pass rates and teacher generated assessments and State test scores. We use this data to help us develop plans to move students forward and drive instruction.

- Staff participates in weekly Grade /Inquiry Team Meetings that focus on;
 - Data to drive Instruction
 - Teaching practices/Best practices
 - Outcome based grading system; rubrics, evidence, criteria, lesson/activities
 - Student work
 - Literacy/Common Core Standards

- Assessment results
- Student learning/Achievement.
- Collaborative Problem Solving
- Inquiry Work
- Attendance
- Academic Accountability
- Developing strong Professional Learning Communities
- Differentiated Instruction
- Curriculum Development
- Staff is encouraged to participate in professional development opportunities outside of the school to learn about best practices, current trends in education, curriculum, data collection, single gender schools, girls, etc.
 - Ongoing support from [The Young Women's Leadership School Network](#). The Network has a Director of Education on staff who provides staff with useful and meaningful professional development and principal mentoring, plans and implements our monthly Principal meetings, provides valuable literature that pertains to teaching, single-sex schools, learning, girls, policy, data, etc. and alerts staff to meetings, conferences, workshops, etc. that we may find interesting and useful.
 - [Bridges for Learning Network](#) provides multiple opportunities to participate in meaningful, useful and engaging professional development including Collaborative Problem Solving, Adolescent Development, Developing Meaningful Teacher Evaluations, School Quality Review, Leadership Think Tank, Common Core Standards, Content Focused Lesson Study Cycles, Collaborative Team Teaching Clinics, Literacy Instruction Clinics, Site-Based Collaborative Cycles for ELLs, Workshops on Ethical Issues, Smart Interactive Whiteboard and so much more.
 - [iZone](#) provides opportunities for staff member to visit other iZone schools and participate in various workshops including Developing e-Portfolios, Project Websites, Blogging and Polling in the Classroom, Short-Form Video/Free Online Tools for Instruction and Assessment, Mobile Game Experience as Curriculum, Using Social Media Sites in Education /Building Your Personal Learning Network and so much more!!
 - Participation in District PD workshops, conferences and school inter-visitations to observe what kinds of data other staff members and schools are collecting and using to drive instruction and improve student achievement.
 - STANYS
 - NSTA
 - NASSP
 - AHPERD
 - NCSS Conference
 - Principal inter-visitations
 - TYWLS, East Harlem-Working with Girls-Best Practices and Lessons Learned
 - National Coalition of Single Sex Public Schools
 - New York Historical Society-Experiencing Theater and Exploring the Visual Arts
 - Stage Directing Intensive
 - American Place Theatre
 - Physical Best
 - Urban Advantage

TEACHER MENTOR

Empowerment: Bridges for Learning, YWL Network and School Based Mentoring help teachers improve teaching practices, drive instruction and ensure opportunity and success for each and every student.

- Data Collection
- Types of Data
 - Anecdotal notes
 - Surveys
 - Assessments (formative/summative)
 - Self evaluation
- Presentation of data
- Understanding by Design/Diff. Instruction
- Reading/writing strategies in content areas

SUMMER INSTITUTE

- Professional development sessions focus on our school-wide assessment policy and what it looks like in course outlines and class contracts regarding grading policies, testing policies, homework policies, class-work policies, attendance policies and promotional criteria.
- A grading system that clearly communicates to staff, students and parents **Achievement, Progress and Work Habits** as well as tangible ways for improvement. We believe that a single grade cannot effectively report all that we need to say about a student's learning and performance. As a result, The Young Women's Leadership School of Astoria has adopted EASE, an outcome based grading system developed by the EASL Institute.

The Key Elements of the EASL Institute Assessment Philosophy:

- Focus attention on student learning and not on student grades.
- Give immediate feedback when assessment occurs
- Encourage students to return to difficult concepts and skills until they achieve mastery
- Enhance communication between educator, students and families
- Facilitate data as a factor in decision-making schoolwide
-

*Our goal in using this system is to provide families and their daughters with high-quality, timely feedback needed to support the learning process and encourage student success. **Each student's academic performance is outcome based (not yet, meets standards, exceeds standards). All assessment is based on evidence of learning. Marks reflect learning, not conduct.***

- Understanding by Design to create lessons that include differentiated instruction and address student needs/deficits based on their work.
- Training staff on female adolescent development and how early-late adolescents learn best.

Areas of Improvement:

- Looking at student work as a staff so that the grade teams can become proficient at working on student skill sets across the content areas.
- Providing more opportunities for teachers to visit other teachers' classrooms and schools to observe best practices and share knowledge.
- Developing clear, concise content and skill outcomes for students.
- Integration of Differentiated Instruction across the content areas and grades.
- Curriculum Mapping for all content areas.

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.

Goal 1: Continuing the work to support teachers in engaging and supporting students in learning to increase student achievement (Differentiated Instruction).

Objective: By June 2011, 90% of teachers will make progress in using a variety of instructional strategies and resources to respond to students' diverse needs measured by a school generated Continuum Tool developed using both the New Teacher Center's Continuum of Teacher Development and the newly adopted Framework for Teaching from the Danielson Group.

We spent the entire year working with the New Teacher Center's Continuum to help us develop a differentiated approach towards professional development. Recently the DOE adopted the Framework for Teaching. This year we will be using a combination of both to create our own Continuum Tool with the goal of eventually moving fully over to the Framework for Teaching next year.

Goal 2: Continuing our work in developing learning outcomes for each unit and planning instruction and assessment based on these outcomes.

Objective:

- By June 2011, 90% of teachers will implement EASE, outcome based grading system and align outcomes with curriculum maps (outcome, criteria, lesson, assessment).
- By June 2011, 85% of returning teachers will make progress in revising and strengthening their outcomes that were developed last year, align with curriculum maps and use data from EASE for instructional planning.
- By June 2011, 90% of new teachers and teachers new to the building will develop outcomes for each unit using curriculum maps and implement EASE.

Goal 3: Continue to support teachers in developing curriculum maps across the content areas.

Objective:

- By June 2011, the Social Studies Department will have completed its scope and sequence for grades 6-10. We are a growing 6-12 school.
- By June 2011, the Science Department will have completed more than half of their work in developing a scope and sequence for grades 6-10.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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 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.

Engaging and supporting all students in learning.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Continuing the work to support teachers in engaging and supporting students in learning to increase student achievement (Differentiated Instruction). <ul style="list-style-type: none"> ○ By June 2011, 90% of teachers will make progress in using a variety of instructional strategies and resources to respond to students’ diverse needs measured by a school generated Continuum Tool developed using both the New Teacher Center’s Continuum of Teacher Development and the newly adopted Framework for Teaching from the Danielson Group. <p>We spent the entire year working with the New Teacher Center’s Continuum to help us develop a differentiated approach towards professional development. Recently the DOE adopted the Framework for Teaching. This year we will be using a combination of both to create our own Continuum Tool with the goal of eventually moving fully over to the Framework for Teaching next year.</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>	<ul style="list-style-type: none"> • Develop and provide a common language around Differentiated Instruction using the school generated Continuum Tool. • Returning teachers will revisit self assessment data generated using the New Teacher Center’s Continuum in June 2010 and fold into Instruction Domain in the new Continuum Tool which includes all or a combination of elements: engaging students in learning, techniques, using assessment in instruction, demonstrating flexibility and responsiveness, communicating with students and using questioning and discussion. • Teachers new to the profession and new to the school will create baseline data through self assessment using the Instruction Domain in the new Continuum Tool. • Data Specialist, Literacy and EASE (outcome based grading system) Coaches and Leadership will

	<p>assist teachers in developing teacher outcomes.</p> <ul style="list-style-type: none"> • Teachers will self assess using the new Continuum Tool 4 times per year to monitor growth and revise/adjust teacher outcomes. The last assessment will take place in June 2011. • All observations, summative and formative, will be linked to the Instruction Domain elements of our new Continuum Tool resulting in strengthening teachers' practices/planning and improving student achievement. • Leadership and teachers will continue their work using this data to develop tiered professional development to further support each teacher's entry point. • Newly hired Literacy Coach and EASE Coach will develop Departments, Grade Teams, small groups and one on one professional development sessions to support teachers in differentiated instruction. • Data Specialist and EASE Coach will generate data using ARIS, EASE and ATS reports as well as observations. This data will be shared and analyzed with Departments, Grade Teams and individuals to identify student skill/content deficiencies and drive planning for our many different types of learners. • Literacy Coach will work with this data and teachers to create lessons that include various types of differentiated instruction strategies to meet students at their entry points. • Inquiry Teams (team on each Grade Team) will identify similar lagging skills in small groups of students and begin to develop differentiated strategies to help move these students forward. Benchmarks and yearlong goal will be set and monitored throughout the year. • Successful differentiated strategies will be shared with entire staff bi-yearly so that all teachers can add to their professional toolkit. • Using a new schedule model will provide more opportunities for teachers, specifically Grade Teams to meet during the school day to share and develop differentiated strategies that have been successful in their respective classrooms. • Teachers will be provided with additional differentiated professional development through our Bridges for Learning Network, The Young Women's Leadership Network, in-house Mentoring Program for new teachers as well as Literacy and EASE Coaches. • Setting up schedules for teachers to observe each other and evaluate one another's instruction to raise the quality of teaching overall. • Providing opportunities for teachers to visit other schools who are doing differentiated instruction well.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CONCEPTUAL CONSOLIDATION OF FUNDING</p> <ul style="list-style-type: none"> ▪ Title I ▪ Tax Levy <p>YWL Network</p> <ul style="list-style-type: none"> ▪ Parent Workshops/Conferences ▪ Conferences (Registration, travel, food fees, etc.) ▪ Training Rate ▪ Coverages/Per Diem ▪ Per Session (Advisory Planning)

	<ul style="list-style-type: none"> ▪ Part-Time Literacy Coach ▪ Part-Time EASE Coach ▪ Materials and resources ▪ Bridges for Learning ▪ The Young Women’s Leadership School Network ▪ Leadership Academy (NSI Coach) (Contract for Excellence)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • More time embedded into the school day for teachers and teams to analyze, discuss and monitor differentiated strategies and tools used in the classroom. • Tiered professional development is sustained over the entire school year. • Teacher outcomes developed and visited 4 times per year. • Teachers move along the school generated Continuum Tool towards autonomy using benchmarks to monitor professional growth. • Focused intervisitations (in and out of school). • Student data used to identify skill/content deficiencies. • Student work to guide the Inquiry process of collecting, reviewing and revising differentiated instruction strategies. • Increase in student mastery of outcomes specifically top and bottom third and new students. • Lesson plans with embedded differentiated strategies developed using student data-needs, entry points, skill/content deficiencies, etc. • Teachers move along the Continuum Tool towards autonomy using benchmarks to monitor teacher growth. • Teachers participating in self-directed inquiry focused on what they need to learn and do to improve their practice in terms of differentiated instruction and developing their own professional outcomes, resulting in improved student learning. • Collaborate with other schools in Bridges for Learning Network and The Young Women’s Leadership Network.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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 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.

- Developing learning outcomes for each unit.
- Planning instruction and assessment based on these outcomes.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Continuing our work in developing learning outcomes for each unit and planning instruction and assessment based on these outcomes. <ul style="list-style-type: none"> ○ By June 2011, 90% of teachers will implement EASE, outcome based grading system and align outcomes with curriculum maps (outcome, criteria, lesson, assessment). ○ By June 2011, 85% of returning teachers will make progress in revising and strengthening their outcomes that were developed last year, align with curriculum maps and use data from EASE for instructional planning. ○ By June 2011, 90% of new teachers and teachers new to the building will develop outcomes for each unit using curriculum maps and implement EASE.
<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>	<ul style="list-style-type: none"> • Develop and provide a common language around outcomes using the school generated Continuum Tool. • Returning teachers will revisit self assessment data generated using the New Teacher Center’s Continuum in June 2010 and fold into Planning and Preparation Domain in the new Continuum Tool which includes element Setting Instructional Outcomes. • Teachers new to the profession and new to the school will create baseline data through self assessment using the Planning and Preparation Domain in the new Continuum Tool. • Teachers will self assess using the new Continuum Tool 4 times per year to monitor growth and revise/adjust teacher outcomes. The last assessment will take place in June 2011. • Data Specialist, Literacy and EASE (outcome based grading system) Coaches and Leadership will assist teachers in developing teacher outcomes to help set benchmarks and set goals. • Teachers will complete an EASE survey to help school develop a tiered professional development plan that meets each teacher’s own entry point. • Provide ongoing, tiered professional development around the use of our grading system, implementation of grading system and developing academic outcomes that are clear and concise. The grading system was adopted schoolwide last year. • Provide a common language around outcomes and planning through EASE coaching.

	<ul style="list-style-type: none"> • Newly hired EASE Coach will assist Grade Teams, Departments and individuals, specifically new teachers in writing criteria for meets and exceeds expectations, align activities and assessments to outcomes, keeping in mind; quantity of assessment, type (verbal/written, forma/inform, etc.), comparing verbs from outcome to what teachers are asking students to do during activities and assessments, looking at types of thinking skills across a unit/year (Blooms). • Teachers will work collaboratively with the EASE Coach in reviewing examples of evidence; what work is considered practice and what work is graded as evidence to rate an outcome? • Literacy and EASE Coach, Leadership and teacher groups/individuals will revisit and reflect on curriculum maps and revise based on reflections. • EASE Coach will assist school in developing systems and structures for Departments and /or Grade Teams to reflect on and revise curriculum based on outcomes data and student work. Examples include; norm exceeds standards (looking at student work), establish outcomes sequence across grades, look at data across Grade Team or Department to identify trends and how to address them, Grade Teams looking at student work across classes-discuss areas of strength and room for growth that can be supported by each teacher. • Teachers will be provided with additional EASE support through Bridges for Learning Network, in-house Mentoring Program for new teachers as well as Literacy and EASE Coaches and partnerships with schools who have adopted EASE. • Setting up schedules for teachers to observe each other and evaluate one another's instruction to raise the quality of teaching overall. • Provide teachers with opportunities during the school day to develop and share outcomes and units using curriculum maps (outcome, criteria, lesson, and assessment). • Providing opportunities for teachers to visit other schools who use outcome based grading. • EASE Coach will facilitate ongoing discussions with Leadership and teachers around data; what types of data are available, how can we use the data to help students progress? • Collaborate with other schools in Bridges for Learning Network and The Young Women's Leadership Network. •
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CONCEPTUAL CONSOLIDATION OF FUNDING</p> <ul style="list-style-type: none"> ▪ Title I ▪ Tax Levy <p>YWL Network</p> <ul style="list-style-type: none"> ▪ Parent Workshops/Conferences ▪ Conferences (Registration, travel, food fees, etc.) ▪ Training Rate ▪ Coverages/Per Diem ▪ Per Session (Advisory Planning) ▪ Part-Time Literacy Coach ▪ Part-Time EASE Coach ▪ Materials and resources ▪ Bridges for Learning Network

	<ul style="list-style-type: none"> ▪ The Young Women’s Leadership School Network ▪ Leadership Academy (NSI Coach) (Contract for Excellence)
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Each teacher will develop approx. 25 outcomes for which they are holding students accountable during the year. • EASE Coach, teacher and Leadership will review and discuss each outcome using curriculum maps before approval. • Teachers move along the Continuum Tool towards autonomy using benchmarks to monitor teacher growth. • Professional Development is sustained over the year. • Focused intervisitations. • Students understand expectations, take ownership of and responsibility for their outcomes and seek out the support they need for growth resulting in an increase in student achievement and autonomy. • Intervisitations within classrooms, Network schools and schools who are doing this work well.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 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 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): Developing curriculum maps across the content areas.

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> • Continue to support teachers in developing curriculum maps across the content areas. <ul style="list-style-type: none"> ○ By June 2011, the Social Studies Department will have completed its scope and sequence for grades 6-10. We are a growing 6-12 school. ○ By June 2011, the Science Department will have completed more than half of their work in developing a scope and sequence for grades 6-10.
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Leadership will continue to support and fund scope and sequence work across the content areas. • Schedule time during the day for departments to meet and plan. • Provide opportunities for departments to submit proposals (hours, funding, short term and long term goals) to work outside of school hours. • Social Studies will continue to work on identifying and clumping content standards (slowly integrating Common Core Standards) into manageable learning progressions. The Science Department will begin this work. • The Social Studies Department will continue to work together in writing new and revised learning progressions. The Science Department will begin this work. • The Social Studies Department will coordinate curriculum and assessments to avoid repetition and provide new and more complex aspects of the subject from grade to grade. The Science Department will begin this work. • EASE and Literacy Coach and Curriculum Developer (if requested by Department) will assist the Social Studies Department in further developing scope and sequence by purposely linking curriculum aims to stated learning outcomes and common instructional outcomes and strategies across the grades. The Science Department will begin this work. • Provide teachers with additional professional development opportunities in developing curriculum maps. • Provide teachers with more opportunities to observe each other and evaluate one another's instruction to raise the quality of instruction overall. • Collaborate with other schools in Bridges for Learning Network and The Young Women's Leadership Network.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>CONCEPTUAL CONSOLIDATION OF FUNDING</p> <ul style="list-style-type: none"> ▪ Title I ▪ Tax Levy <p>YWL Network</p> <ul style="list-style-type: none"> ▪ Parent Workshops/Conferences ▪ Conferences (Registration, travel, food fees, etc.) ▪ Training Rate ▪ Coverages/Per Diem ▪ Per Session (Advisory Planning) ▪ Part-Time Curriculum Developer ▪ Part-Time EASE Coach ▪ Materials and resources ▪ Bridges for Learning ▪ The Young Women's Leadership School Network ▪ Leadership Academy (NSI Coach) (Contract for Excellence)

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Completed Social Studies scope and sequence. • Examples of early curriculum mapping in the Science Department. • Professional development sustained over the year. • Intervisitations within classrooms, Network schools and schools who are doing this work well.
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities</i>	

<i>described in this action plan.</i>	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	25	25	25	25	0	0	0	0
7	25	25	25	25	0	0	0	0
8	25	25	25	25	0	0	0	0
9	25	25	25	25	0	0	0	0
10	25	25	25	25	0	0	0	0
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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:	<p>Small Group/One on One Instruction Academic Accountability 4 times per week during school Before/After School/Lunch when needed Co-Planning/Teaching with ELL and Special Education Teachers ongoing Planning with Literacy Coach ongoing</p> <ul style="list-style-type: none"> -Portfolio -Rubrics -Goal Setting -Differentiated Instruction -Cooperative Learning (small groups/pairs) -Frequent Check-Ins with Students -Consistent and Familiar Routines -Graphic Organizers -Word Walls -Lunch/Before-After School Help -Modeling -Student Choice -Visual and Auditory Instructions -Planner -Ongoing Communication with Parent/Caregiver
Mathematics:	<p>Small Group/One on One Instruction Academic Accountability 4 times per week during school Before/After School/Lunch when needed Co-Planning/Teaching with ELL and Special Education Teachers ongoing Planning with Literacy Coach ongoing</p> <ul style="list-style-type: none"> -Portfolio -Rubrics -Goal Setting -Differentiated Instruction -Cooperative Learning (small groups/pairs) -Frequent Check-Ins with Students

	<ul style="list-style-type: none"> -Consistent and Familiar Routines -Graphic Organizers -Word Walls -Lunch/Before-After School Help -Modeling -Student Choice -Visual and Auditory Instructions -Planner -Ongoing Communication with Parent/Caregiver
<p>Science:</p>	<p>Small Group/One on One Instruction Academic Accountability 4 times per week during school Before/After School/Lunch when needed Co-Planning/Teaching with ELL and Special Education Teachers ongoing Planning with Literacy Coach ongoing</p> <ul style="list-style-type: none"> -Portfolio -Rubrics -Goal Setting -Differentiated Instruction -Cooperative Learning (small groups/pairs) -Frequent Check-Ins with Students -Consistent and Familiar Routines -Graphic Organizers -Word Walls -Lunch/Before-After School Help -Modeling -Student Choice -Visual and Auditory Instructions -Planner -Ongoing Communication with Parent/Caregiver -Online course work/test prep to support students who did not pass the Living Environment Regents
<p>Social Studies:</p>	<p>Small Group/One on One Instruction Academic Accountability 4 times per week during school Before/After School/Lunch when needed Co-Planning/Teaching with ELL and Special Education Teachers ongoing Planning with Literacy Coach ongoing</p> <ul style="list-style-type: none"> -Portfolio -Rubrics

	<ul style="list-style-type: none"> -Goal Setting -Differentiated Instruction -Cooperative Learning (small groups/pairs) -Frequent Check-Ins with Students -Consistent and Familiar Routines -Graphic Organizers -Word Walls -Lunch/Before-After School Help -Modeling -Student Choice -Visual and Auditory Instructions -Planner -Ongoing Communication with Parent/Caregiver
At-risk Services Provided by the Guidance Counselor:	N/A
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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 (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) 6-9 **Number of Students to be Served:** 27 LEP _____ Non-LEP

Number of Teachers 1 ESL Teacher **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

TYWLS of Astoria has a free standing ESL program serving 27 ELL students in grades 6-10. The program is mainly organized as a push-in program where the ESL teacher follows core curriculum of both ELA and Social Studies content in order to provide explicit ESL instruction and academic language support. Pull-out classes are offered to beginning and intermediate ELL students on needs basis. The ESL teacher meets with grade team leaders including ELA and Social Studies instructors to discuss lessons, assessments, content and scaffolding of materials and instruction on an ongoing basis.

Depending on the grade level, ELL students are placed into one or two class sections. This allows the ESL teacher to push-into ELA and Social Studies classrooms that contain ELLs. The push-in model allows teachers to use collaborative teaching methods encouraging enriched, as well as differentiated instruction. Within cooperative learning groups, ELL students are paired with students who have higher levels of English proficiency in order to develop both personal and academic communication skills (BICS and CALPS). Pull-out classes are arranged according to individual student needs and tend to target specific areas of language acquisition. Therefore, ELLs in push-in classes are grouped heterogeneously while pull-out classes tend to be more homogeneous in terms of student proficiency levels as documented in ATS.

The principal and ESL teacher review ELL schedules to ensure that all students are receiving services according to their English proficiency levels as designated by the NYSELAT. Explicit ESL instruction is delivered through push-in where vocabulary study, bilingual glossaries and reading, writing speaking and listening are emphasized in order to promote English language development. Depending on individual student needs, Beginning and Intermediate students may be pulled-out of elective and other non-academic classes. In combination, our ELA and Social Studies instruction amounts to 500 minutes per week, which all ELL students receive.

The ESL teacher pushes into both ELA and Social Studies classes on a rotating schedule for each grade level. “Advanced” students receive 180 minutes of ESL instruction per week. “Intermediate” students receive 360 minutes of ESL instruction per week. “Intermediate” students receive 360 minutes of ESL instruction per week. “Beginners” as well as “Intermediate” students receive 500 minutes push in support and approx. 135 minutes targeted instruction through pull out. Many of these students meet with the ESL teacher after school to receive extra targeted instruction.

Students’ Native Languages are supported by the use of bilingual glossaries and dictionaries. We also provide our students with textbooks and materials in their native languages when appropriate and available. Students are permitted to communicate and write in the native language when they feel they are better able to express themselves in that language. Our ESL teacher is also certified in Spanish and is able to support Spanish-speaking ELLs in their native language as needed in order to scaffold instruction.

The ESL teacher collaborates with grade team leaders and content area teachers to ensure that all instruction is differentiated. She also provides teachers with QTEL activities and strategies to encourage and support appropriate scaffolds such as jigsaw reading and writing projects, mapping, predicting, graphic organizers and opportunities for accountable talk. In ELA and Social Studies classes, students are asked to read, write and speak on a daily basis. The identification and study of key terms promotes language development and is an integral part of the ELA curriculum. Having students identify and practice effective habits for reading and writing is also a key tool used in the ELA curriculum to promote academic language development for our ELLs.

Classroom settings are predictable and accepting of all students (focus on and enjoy learning). Instructional activities maximize opportunities for language use. Instructional tasks involve students as active participants in their own education. Instructional interactions provide support for student understanding in terms of both concepts and materials. Instructional content utilizes student diversity and validates different cultural perspectives.

ELL students receive instruction that incorporates QTEL activities and encourages collaborative language learning. Students read a variety of genres including non-fiction, general fiction, plays, myths, legends, poetry, newspapers and biographies as well as multicultural literature. In each room, we have classroom libraries with various levels of reading material. A strong focus on the writing process helps to hone and strengthen students’ writing in all content areas. ELL students are assigned Acuity work to identify areas in need of improvement and to help strengthen skills in all aspects of English language acquisition. A technology course is offered as an elective course and students are encouraged to do online research for school related projects and assignments.

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.

The professional development activities planned include ELL requirements and the needs of ELL students across the content areas. All staff members are involved in the planning and implementation of these sessions. Using data from the NYSESLAT, ELA State test results and classroom assessments, the broad undercurrent of our professional development this year is Literacy, specifically writing across the content areas.

Topics will include:

- Understanding by Design.
- Differentiated Instruction
- The NYSESLAT and the data it provides. How do we use this data to drive instruction for ELL students?
- Scaffolding instruction for ELL students.

Currently our ESL Inquiry Team is looking at two ELL student's academic history. Two of the students have been receiving services for over 7 years. Both have IEPs. This team is analyzing the NYSELAT scores/State Test scores/classroom assessments of each student as well as data in their IEPs to see if their issues are IEP issues and no longer language issues. Using NYSESLAT data the ESL Inquiry Team also discovered that ELL students scored lowest in writing. As a result, Extended Time and the ESL Inquiry Team's work focus on improving student writing across the content areas. A school-wide ELA rubric is used to monitor student progress.

Our ESL teacher is currently working on distributing QTEL activities and materials to all content area teachers to ensure they are used effectively. Furthermore, we often take advantage of the many PD opportunities provided by Bridges for Learning Network, The Young Women's Leadership Network and Department of Education (ProTrax).

School: 30Q286 BEDS Code: 343000011286

**Title III LEP Program
School Building Budget Summary**

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	\$21,171	F-Status ESL Teacher.
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$700	Books on Tape, Leveled Books, Dictionaries,
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$21,871	

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.

The following tools are used to determine primary language spoken by each parent:

- Parent Survey
- Home Language Identification Survey
- Emergency Blue Card
- ATS reports
- Advisory Phone Calls

Findings are documented on Emergency Blue Cards and ATS. Home Language Identification Surveys are filed in the Main Office.

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.

- Findings
 - Number of different languages spoken: 10
 - Number of parents that require/requested written translation: 450
 - Number of parents that require/requested oral translation: 50
 - Number of staff members who speak another language: 4

Findings were shared through PA meeting and Parent Coordinator's newsletter.

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.

- DOE Translation and Interpretation Unit
- Parent/school members translate letters home to ensure parents/guardians are aware of school activities and important information/dates
- Parent /school members translate agendas and announcements
- Translated forms from the DOE are always available

DOE Translation and Interpretation Unit services are used to ensure documents are translated in a timely manner.

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.

- Parent/Staff/Community members offer oral interpretation at all school functions
- DOE Translation and Interpretation Unit is used for oral translations

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>.

DETERMINATION of PRIMARY LANGUAGE

- Parent/caregiver survey distributed during Grade Meetings to determine primary language spoken at home.
- TYWLS of Astoria will maintain an appropriate and current record of the primary language of each parent. This information will be maintained in ATS and on the Student Emergency Blue Card.

OBLIGATION to PROVIDE LANGUAGE ASSISTANCE SERVICES

- Provide translation/interpretation services to parents who require language assistance in order to communicate effectively during school meetings, conferences, activities as well as the DOE.

TRANSLATION REQUIREMENTS

- Centrally/Regionally Produced Communications-Timely distribution of these documents to parents/guardians that have been identified by the Translation and Interpretation Unit to contain information regarding their child's education. For example:
 - Registration, application and selection.
 - Standards and performance.
 - Conduct, safety and discipline.
 - ELL/Special education and related services.
 - Transfers and discharges.
- School will provide parents/guardians whose primary language is a covered language with a translation of any document that contains individual, student-specific information, but not limited to a student's
 - Bill of Rights and Responsibilities
 - Health
 - Safety
 - Legal/disciplinary matters
 - Entitlement to public education or placement in any special education ELL or non-standard academic program and
 - Permission slips/consent forms.

- When the Translation and Interpretation Unit, our school, or central/regional office is temporarily unable to provide required translation into one or two covered languages, we will provide a cover letter/notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation/interpretation of such document.
- School will hire a translator or ask for a volunteer (parent/staff member) to translate for parents during school meetings and one-on-one meetings.

NOTIFICATION REQUIREMENTS

- TYWLS of Astoria is responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain services.
- TYWLS of Astoria will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.
- TYWLS of Astoria's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the schools' administration offices solely due to language barriers. Oral/written interpretation services posted in main office and lobby.
- TYWLS of Astoria where parents of more than 10% of the children that speak a primary language that is not a covered language, shall obtain from the Translation and Interpretation Unit a translation into such a language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

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:	\$231,584	\$12,148	\$24,3732
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,315.84	\$121,48	\$2,437.32
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,579.20	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$23,158.40	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 90%
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.

Certification alignment for two teachers.

* 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

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Explanation: 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

SCHOOL PARENT 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 of Astoria 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, Student-Led Conferences, and all sub-committee meetings of all of these 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 Principal is available on any morning by appointment as early as 7 am and as late as 6 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. All Student-Led 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. Parent Coordinator works with parents in small groups and individually to answer questions and act as liaison/interpreter/advocate.

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

The Principal regularly distributes to every child all bulletins/calendars/letters/newsletters/flyers/announcements English and other languages when available to take home to parents. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

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. The PTA Executive Board and Title I parent reps. meet with Principal at regular monthly meeting and through phone calls if a particular issue arises. There are four 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. 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. The Parent Executive Board and the Title I parent rep were asked to sign off on the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

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 teachers association.

6. 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 Teachers Association meeting was held to elect a new Executive Board and new Title I parent representatives. There was another general meeting and open forum for parents and the parent members of the School Leadership Team were elected. Following that, at the next Executive Board Meeting, the School Parent Compact was developed.

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

The School Parent Involvement Plan evolved in the same manner as the School Parent Compact, through a series of general and executive board meetings wherein the parents' voices were heard.

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

Explanation: 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Title I School Parent Compact

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

The school agrees to the following:

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

1. Acquisition and distribution to all teachers of curriculum guides, classroom materials, spring testing results, item skills analysis, and ongoing updates of any pertinent data received at the school level to enhance teaching.
2. Fall conferences with all teachers to develop Professional Growth Plans.
3. Regular clinical observations of teachers including pre- observation and post- observation conferences and the allocation of additional support for any teachers who need it.
4. Opportunities for staff development for all teachers so that they can keep abreast of any development in their curriculum areas.
5. Use of Title I staff development funds to bring the entire staff to a comparable level of competency in the use of advisory for character education, conflict resolution, and goal setting; in the use of research based instructional methodologies to increase opportunities for active participation and rate and level of comprehension; in the use of data to drive improved student outcomes.
6. Daily walk-throughs 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 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 PA 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, phone messenger, and a website and provide translations whenever feasible.
5. To facilitate parent participation in all parent staff development workshops.
6. Reinstatement of annual goal setting with advisory teachers.
7. Fall Curriculum Night.
8. Maintenance of a Parents' 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 messenger for parents.
13. Regular updating of the school website with parent information.
14. Regular notices home from the Parents and the Administration.
15. Teacher maintenance of parental contact logs.
16. Attendance outreach to late and absent students.
17. Teacher dissemination of course outlines.
18. Fall and Spring Student-Led 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/ Caregivers 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 PA 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 PA 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 PA 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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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, Quality Review, Progress Report, interim assessment results, teacher observations, 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.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.
 - **Contract for Excellence: Extended Time, Summer Institute, After School Programs, Instructional Blocks (ELA/Math), Instructional Coach.**
 - **Advisory-college awareness, healthy living, citizenship, leadership. Teaching to the whole child.**

- **Teaching strategies: differentiated instruction, routine, choice, portfolios. Student-led conferences, rubrics, goal setting, cooperative learning, frequent check-ins, graphic organizers, modeling, planner, ongoing communication with parent /caregiver, etc.**
- **Professional Development-ongoing in and out of school PD/workshops for staff member to learn new teaching strategies, content and how to utilize data to improve instruction and drive instruction to raise student achievement.**
- **Parent Involvement-strong PA/SLT, ongoing communication with parents and caregivers, opportunities for parents and caregivers to grow and to participate in their daughter's education.**
- **Inquiry Teams plus ESL Inquiry Team-one on every grade to identify skill deficiencies of struggling students. Develop and monitor interventions.**

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 used 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 our PSO New Visions, AUSSIE Program, Region 4, ATS coordinators, attendance supervisors, district assessment liaisons, and The Young Women's leadership Foundation.

For new and inexperienced principals and assistant principals, New Vision's support includes extensive research based professional development, on-site technical assistance, buddying in quads with experienced principals and mentoring. For new and inexperienced teachers, the school provides buddy teachers, new teacher training, and mentoring through the AUSSIE Program, New Visions and The Young Women's Leadership Foundation as well as the Region.

Our professional development is outcomes-based and directly linked to student needs identified through data analysis as detailed on the school's CEP. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. These strategies include: job-embedded support such as in-class demonstration lessons and modeling of research-based strategies. 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. AUSSIE coaches have been hired to help teachers generate meaningful data and develop strategies on how to use this data to drive instruction and improve student performance. Teachers are encouraged to attend conferences and workshops outside of school.

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 provided by the Region, New Visions and The Young Women's Leadership Foundation.

The focus of professional development is 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. In addition, general education teachers will continue to receive training that focuses on strategies for teaching diverse learners, with an emphasis on models for team teaching. The focus for special educators will be on strengthening their content area knowledge as well as increasing their repertoire of instructional strategies. The model for professional development will be expanded to include a wide variety of delivery systems to meet the diverse needs of all school based staff.

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 the DOE 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 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 used to recruit and retain mid-career professionals and recent graduates.

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. There will be an annual meeting convened to explain the Title I 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 way in planning and reviewing the improvement of Title I programs. Parents will be provided timely information about Title I programs. The school will describe the curricula, the 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, PTA/SLT email, and snail mail. Parents should attend school, regional, 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-to-home-to-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 sending home the school parent involvement plan and the school parent compact to every family through the school handbook that is made available to every student at the beginning of the year; convening special grade level parent meetings including open house for incoming students and grade level parent meetings for grades 6 and 7 on topics such as adolescent development issues, what to expect in each new grade level, how to start early college awareness, the college application process, the financial aid application process, the high school application process, special guest speakers at PA 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.

N/A

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.

School planned and delivered professional development on assessment. School has hired AUSSIE s and New Visions for assessment PD for the whole school community. 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 for parent 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.

School trains teachers at beginning of the year on strategies for providing assistance to at-risk students who have been identified based on data from the prior year and based on the students' history. Part of this identification process includes the advisor confidential information form which is passed to the new advisory teacher each year. School AIS Coordinator meets regularly with teachers of students in danger of not meeting promotion standards and trains teachers on targeted intervention strategies. Series of binders by content areas includes extensive history and current information and student work for these students so that teachers can case conference by grade level. Teachers use such devices as e-mails to parents and weekly progress reports. AIS Coordinator attends all regionally sponsored training sessions on academic intervention services for students at risk and turnkeys for staff. Students are required to participate in small group tutorial if they are falling behind in a subject. Special education teacher trains content teachers on how to use IEP for students with disabilities including differentiating instruction and modifying assignments.

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 schoolwide program school, funding sources are used so that all students benefit. Programs that have been incorporated are:

- **Classroom teachers**
- **Textbooks**
- **Instructional supplies**
- **Teacher training**
- **Professional development**
- **Parent Involvement Activities**
- **Academic Intervention Services**
- **Academic Enrichment Services**

- **Individual and Group Guidance Services**
- **Attendance outreach**
- **Health and nutrition initiatives**
- **Classroom instruction**
- **Advisories**
- **Test prep**

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool (Refer to Galaxy for FY'11 school allocation amounts)	Check (✓) 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		
Title I, Part A (Basic)	Federal	✓			\$194,530.56	✓ 17-24,27-30,31-34,43-47
Title I, Part A (ARRA)	Federal	✓			\$12,148	✓ 27-30
Title II, Part A	Federal			✓		
Title III, Part A	Federal			✓		
Title IV	Federal			✓		
IDEA	Federal			✓		
Tax Levy	Local	✓			\$94,235.00	✓ 17-24,27-30,31-34,43-47

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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.)

We currently do not have Students in Temporary Housing.

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

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, Astoria					
District:	30	DBN:	30Q286	School		343000011286

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	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		97.7	97.1	97.3 /
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	98.8	99.7
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	82	81	83	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	78	82	84		73.4	80.2	73.7
Grade 8	83	83	85				
Grade 9	0	89	91	Students in Temporary Housing - Total Number:			
Grade 10	0	0	83	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	3	7
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	243	335	426	(As of October 31)	2007-08	2008-09	2009-10
					2	4	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	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	9	Superintendent Suspensions	1	3	0
Number all others	6	10	18				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				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
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	11	17	23
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	2	1	2
# receiving ESL services only	12	19	TBD				
# ELLs with IEPs	0	2	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

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	2	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	29.4	43.5
				% more than 5 years teaching anywhere	9.1	23.5	34.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	71.0	78.3
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	92.3	100.0
Black or African American	6.2	5.4	4.7				
Hispanic or Latino	46.9	45.1	43.7				
Asian or Native Hawaiian/Other Pacific	27.2	27.8	30.8				
White	19.8	21.2	20.9				
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:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:				NR	
Overall Score:	66.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	12.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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 DSSI Cluster 01	District 30	School Number 286	School Name TYWLS of Astoria
Principal Laura Mitchell	Assistant Principal N/A		
Coach N/A	Coach N/A		
Teacher/Subject Area Folayan Toran/ESL	Guidance Counselor N/A		
Teacher/Subject Area N/A	Parent N/A		
Teacher/Subject Area N/A	Parent Coordinator Sandra Pagan		
Related Service Provider N/A	Other N/A		
Network Leader Marina Cofield	Other N/A		

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	0

C. School Demographics

Total Number of Students in School	403	Total Number of ELLs	27	ELLs as Share of Total Student Population (%)	6.70%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

Paste response to questions 1-6 here

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).

Admission to The Young Women's Leadership School of Astoria differs from other public schools as we admit new students using a lottery process. Every student interested in attending TYWLS of Astoria are required to attend an Open-House where students and parents receive information about the school's application process, policies and expectations and as well as the services offered to ELL students. Both student and parent attendance is mandatory in order to be considered in the lottery process. Students must then submit an application by March 1st to be reviewed by TYWLS staff and administration. Once accepted, students and parents are required to attend a new student orientation in June prior to the start of the new school year. It is only after completing these steps that a new student may enroll in TYWLS of Astoria. Therefore, due to the nature of our admittance process, requiring students and parents to attend an open house, submit an application and attend an orientation prior to the start of the school year, we have yet to receive a new arrival student and do not anticipate receiving new arrivals in the future.

In the event that a new arrival ELL student is able to comply with our new student enrollment protocol, we are prepared to follow the procedures outlined by the DOE. As outlined in the EPIC Facilitator's Guide, our ESL teacher would, upon enrollment, administer the Home Language Identification Survey (HLIS) to the parents in order to determine the student's home language. An oral interview would then be conducted with the student and we would be sure to provide translation services as necessary. If the HLIS and oral interview determine that English is not the students' dominant language, the ESL teacher would then administer the Language Assessment Battery-Revised (LAB-R) to the student to determine her English language proficiency and her eligibility for mandated English language services. All new entrants that are LAB-R eligible are tested within the first ten days of initial enrollment. Based on the results of the LAB-R, the ESL teacher would work in conjunction with the Parent Coordinator (who are both able to translate for Spanish-speaking families) as well as school administration to provide parents and families with an orientation sessions in which they would be given information regarding the different ELL program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) and to explain that TYWLS of Astoria offers a Freestanding ESL program with English language services that are provided by a certified ESL teacher who uses push-in and pull-out services. Parents and families of ELLs would be able to ask questions, view the DVD contained in the ELL Parent Information Case, and learn more about the ELL services offered at TYWLS. The ESL teacher and the Parent Coordinator would also work together to ensure that the family of the newly enrolled student is satisfied with the available options at TYWLS of Astoria, providing them with translated documents and materials as needed. Translation services would be provided as needed throughout the entire ELL Identification process. Lastly, parents would be given the Parent Survey and Program Selection Form to be collected at the end of the session. Each of these steps would occur within ten (10) school days of the student's enrollment at TYWLS of Astoria.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered by a certified ESL teacher to all ELL students as identified using the RLER report on ATS at TYWLS of Astoria. The NYSESLAT is administered each spring of each school year. The ESL teacher ensures that ELL parents, students and teachers are informed about the exam prior to its administration. The ESL teacher also works with content area teachers to find appropriate times where ELL students can be pulled-out and administered the exam. The speaking section of the test is administered to students individually, while the listening, reading and writing sections are administered to small groups of ELL students, according to their grade levels.

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.

Currently, parents receive information from the certified ESL Teacher regarding the ELL services offered at TYWLS of Astoria at the school Open-House prior to enrolling their student in the school. Once enrolled, parents also have the option to receive more information during individual ELL parent-teacher conferences. Information is provided to them in both English as well as their native language, using the translation services offered by the DOE as needed.

For the admittance of new arrivals, the certified ESL Teacher would hold a separate ELL parent orientation where parents would receive information regarding the three program choices including Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language. After receiving information and asking questions, parents would receive the parent brochure and would be given the Parent Survey and Program Selection Form in order to indicate the program of their choice. If parents choose a program not currently offered at TYWLS of Astoria, they will be provided with appropriate information regarding other schools that offer that program. If they do not choose a specific program, their child will be placed in the ESL program currently offered at TYWLS of Astoria. All information will be distributed in English as well as parents' native language with the use of translation and interpretation services as needed. Each of these steps would occur within ten (10) school days of the student's enrollment at TYWLS of Astoria.

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].)

Letters of continued entitlement are sent to parents/caregivers in English as well as their native language explaining the program offered at TYWLS of Astoria and inviting parents to communicate with our ESL Teacher should they have any concerns regarding the type of program in which their daughter has been placed. Ongoing communication between all teachers and families is encouraged in order to collaboratively set goals that will meet the needs of their daughter.

Should our admittance procedures change, we would be sure to distribute the Parent Survey and Program Selection forms and initial entitlement letters at the ELL parent orientation. Should forms not be returned within ten (10) school days, the ESL teacher would call the parents/caregivers to remind them to return the form and inform them that their daughter will be placed in the school's existing Freestanding ESL program. If this problem persisted, the Parent Coordinator would contact the family to find out how we would be able to assist them in getting this paperwork returned in a timely manner.

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.

Due to the nature of our lottery process, ELLs who are not new arrivals are identified by the ESL teacher using data provided by ATS at the start of each school year. Once all ELLs have been identified, the ESL teacher examines ELL student schedules in order to coordinate a push-in schedule that allows her to push into students' ELA and Social Studies classrooms. Depending on individual student needs, ELL students may be pulled-out of enrichment and non-academic classes where they will meet with the ESL teacher and receive targeted, small group instruction. Due to the nature of our ELL student population and diversity of languages spoken, a dual language program is not a viable option. The ESL teacher informs parents of their daughters' continued entitlement via letters sent to the ELL students' homes, in both English as well as the home language. Furthermore, parents are informed of the structure of the ESL program at the school-wide open house and orientation as well as within individual conferences. Native language materials and translation services are provided as necessary.

In the future, for ELL students in grades 6-8, should we find that we have more than 15 students in two consecutive grades that speak the same home language, we would see to creating bilingual education classes. The same would apply to ELL students in grades 9-12, in which we would create bilingual education classes should we have more than 20 students who speak the same home language in two continuous grades.

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?

The general trend among parents is that they prefer for their children to be pulled out as little as possible from core academic classes for ESL instruction. They want push-in ESL services. Based on the information provided by ATS, 27 out of 27 parents have requested a Freestanding ESL program.

Parent Choice Letters are filed in the Main Office with other ELL information.

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.

There is alignment between parental desires and school offerings based on the information collected from previously admitted Program

Selection forms as well as data provided by ATS concerning previous ELL services. Continued Entitlement letters are sent to ELL students' homes in order to both inform parents of the ELL services their daughter is receiving and to invite parents to contact the ESL teacher should they have any questions or concerns.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	8

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										0
Dual Language										0

ESL	10	0	0	9	0	1	8	0	1	27
Total	10	0	0	9	0	1	8	0	1	27

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

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

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							3	3	5	4	2			17
Chinese														0
Russian														0
Bengali									1	4				5
Urdu														0
Arabic							1			2	1			4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	4	3	6	10	4	0	0	27

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.

Paste response to questions 1-4 here

1. How is instruction delivered?

a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

TYWLS of Astoria has a free standing ESL program serving 27 ELL students in grades 6-10. The program is mainly organized as a push-in program where the ESL teacher follows core curriculum of both ELA and Social Studies content in order to provide explicit ESL instruction and academic language support as needed. The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. Pull-out classes are offered to beginning and intermediate ELL students on a needs basis. The ESL teacher meets with ELA and Social Studies instructors to discuss lessons, assessments, content and scaffolding of materials and instruction on an ongoing basis.

Literacy Program infuses ESL strategies into content instruction so that students can learn content and receive content credit while simultaneously developing English skills.

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])?

ELL students are placed into one or two heterogeneous class sections, dependent upon grade level and number of ELLs per grade. This allows the ESL teacher to push-into ELA and Social Studies classrooms that contain ELLs. The push-in model allows teachers to use collaborative teaching methods that encourage enriched and differentiated instruction. Students at TYWLS of Astoria in all grades participate in various group activities and projects, including Literature Circles in all ELA classrooms. Within these cooperative learning groups, ELL students are paired with students who have higher levels of English proficiency in order to develop both personal and academic communication skills (BICS and CALPS). Pull-out classes are arranged according to individual student needs and tend to target specific areas of language acquisition. Therefore, ELLs in push-in classes are grouped heterogeneously in terms of language proficiency, while pull-out classes tend to be more homogeneous regarding English proficiency levels as documented in ATS.

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)?

The principal and ESL teacher review ELL schedules to ensure that all students are receiving services according to their English proficiency levels as designated by the NYSELAT. Explicit ESL instruction is delivered through push-in where vocabulary study, bilingual glossaries and reading, writing, speaking and listening are emphasized in order to promote academic English language development. Depending on individual student needs, Beginning and Intermediate students may be pulled-out of elective and other non-academic classes in order to receive further English language instruction in a small group setting. In combination, our ELA and Social Studies instruction amounts to 500 minutes per week, which all ELL students receive.

The ESL teacher pushes into both ELA and Social Studies classes on a rotating schedule for each grade level. "Advanced" students receive 180 minutes of ESL instruction per week. "Intermediate" students receive 360 minutes of ESL instruction per week. "Beginners" as well as "Intermediate" students receive 500 minutes push in support and approx. 135 minutes targeted instruction through pull out. Many of these students meet with the ESL teacher after school where they receive extra targeted instruction.

Students' Native Languages are supported by the use of bilingual glossaries and dictionaries. We also provide our students with textbooks and materials in their native languages when appropriate and available. Students are permitted to communicate and write in the native language when they feel they are better able to express themselves in that language. Our ESL teacher is also certified in Spanish and is able to support Spanish-speaking ELLs in their native language as needed in order to scaffold instruction.

The TYWLS of Astoria ESL Program offers the necessary ESL and ELA instructional units required by Commissioner's Regulations Part 154 (CR Part 154). Students, grades 6–8, at beginning and intermediate levels of English proficiency have two units of ESL. For grades 9–12, beginning students have three units of ESL and intermediate students must have two. At the advanced levels of English proficiency, students in all grades take one unit of ESL and one unit of ELA coursework. A unit of instruction, as defined by state regulations, is 180 minutes per week. Minutes are distributed into equal daily allotments.

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.

All content area classes at TYWLS of Astoria are conducted in English. Due to the nature of the push-in program, the ESL teacher collaborates with content area teachers to ensure that all instruction is differentiated and helps to adapt lessons and reading materials when needed in order to make content more comprehensible for beginning and intermediate ELLs. The ESL teacher provides teachers with materials such as glossaries, booklists and instructional websites to support teaching and learning. The ESL teacher also provides teachers with QTEL activities and strategies to encourage and support appropriate scaffolds such as jigsaw reading and writing projects, concept mapping, predicting, graphic organizers and opportunities for accountable talk. In ELA and Social Studies classes, students are asked to read, write and speak on a daily basis. The identification and study of key terms promotes language development and is an integral part of the ELA curriculum. Having students identify and practice effective habits for reading and writing is also a key tool used in the ELA curriculum to promote academic language development for our ELLs. Classroom settings are predictable and accepting of all students (focus on and enjoy learning). Instructional activities maximize opportunities for language use. Instructional tasks involve students as active participants in their own education. Instructional interactions provide support for student understanding in terms of both concepts and materials. Instructional content utilizes student diversity and validates different cultural perspectives.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

What we do:

Speak clearly and enunciate.

Be aware of how many idioms and how much abstract language we use.

Explain first in simple terms, then transition into and model formal academic language.

Provide directions and explanations orally and in writing.

Pre-teach vocabulary.

Bring in visual aids, graphics and objects.

Prepare alternate examples.

Learn about students' cultures and languages.

Break down tasks into steps.

Provide access to texts which are less language dense.

Use a variety of technology.

Switch up pairings and group work.

Use block letters not cursive.

Provide everything in advance.

Provide models for the students to follow.

Talk to students about what they are doing to learn.

Provide options for assessment.

What students can do and what we encourage them to do:

Students can have more time.

Students can use their native languages.

Students can use prior knowledge.

Students can explain material orally, in writing or through demonstration.

Students can use dictionaries, translators, and computers.

Students can ask questions and talk to teacher discreetly in class, after class or after school.
 Students can write multiple drafts.
 Students can get help from pull out sessions, peers, and other teachers.

Although we do not currently have SIFE students, if we enroll a SIFE student, our plan is to administer reading and math diagnostics to assess where the student has left off in formal instruction. We would program beginning ESL for 360 minutes, have the Speech and Language teacher see them on an “at-risk” basis, provide counseling and life/study skills curriculum, provide family with after school programs and community services to assist in transition.

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.

We have a total of ten students who have been receiving services in US schools for less than three years. These students receive ELL services through both push-in and pull-out ESL classes. They also meet with the ESL teacher after school on a weekly basis in order to receive as much additional targeted English language instruction as possible and therefore expedite their acquisition of academic English. Newcomer ELLs taking the ELA and Regents exams will be provided with bilingual glossaries and given extended time on the exam. They will also receive instruction in order to familiarize them with the procedures and expectations of the exams.

c. Describe your plan for ELLs receiving service 4 to 6 years.

We currently have a total of nine ELLs who have been receiving services from 4-6 years. These students receive the mandated number of minutes of ESL instruction per week and are encouraged to meet with the ESL teacher after school as a supplement to the services they are receiving during regular school hours. These students also benefit from the use of vocabulary studies, graphic organizers as well as the QTEL strategies used in their content area classes.

d. Describe your plan for Long-Term ELLs (completed 6 years).

We currently have eight Long-Term ELLs in grades 6-9. These students are nearly fluent in English and require instruction which develops vocabulary and stronger writing skills. As with all students, these students also benefit from QTEL strategies used in their content area classes. Furthermore, the inclusion of Literature Circles in all ELA classes allows students to build their vocabularies and enhance their reading and writing skills through the use of focused reading strategies. The inclusion of multiple opportunities for reading, writing and speaking in English into each content area will help to address long term ELLs’ evolving needs.

e. Describe your plan for ELLs identified as having special needs.

We currently have two ELL students with special needs. These students will receive additional supports, as mandated by their Individualized Educational Plans, in their regular classes and in a resource room setting. There are no self-contained classes at our school. This means that in addition to the extra language instruction that is mandated for different levels, we will also provide a resource room setting where the student can work individually with a special education teacher to identify and work on areas of need. The Resource Room teacher will work collaboratively with student’s ESL and ELA teachers to ensure that language acquisition, with appropriate modifications, is emphasized throughout the student’s school day.

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

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. 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.

The intervention services offered to ELL students in all content areas including ELA and Math at TYWLS of Astoria include: Extended Time, differentiated instruction, small group work, discovery process, rubrics, portfolios, student choice, professional development for teachers. Each of these interventions is offered in English in all content areas.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

ELLs reaching proficiency on the NYSESLAT are programmed with one period of ESL per week. Additionally, these students are encouraged to make appointments with the ESL teacher for help completing extensive projects. They receive extended time on state exams for up to two years and are permitted the use of bilingual glossaries. Student progress is closely monitored through the online grading system and grade team meetings and a total of 4 mandatory check ins with the ESL teacher are scheduled to ensure that they are on track to graduation.

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

Next year we plan to hire a full time ESL teacher to ensure students receive the support they need to be successful. Teachers from other content areas will participate in ELL related PDs provided by the DOE, SSO as well ELL PD opportunities in-house.

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

N/A

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

ELLs are encouraged to become active participants in all aspects of the school community. They receive support from the ESL teacher as well as content area teachers and advisors on a daily basis. Clinic Plus, free counseling service is also provided for them and their families. A number of after school activities are offered to all students such as Drama Club, chorus, Mathletes, Save the Manatee, basketball, badminton, Spelling Bee, Girls Scouts and track as well as after school English literature class taught by the ESL teacher. Furthermore, content area teachers are available after school hours to provide any additional support as needed. Students also have one period a day called Academic Accountability to work on their outcomes. Teachers use outcomes to group students and provide targeted instruction.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELL students receive instruction that incorporates QTEL activities and encourages collaborative language learning. Students read a variety of genres including non-fiction, general fiction, plays, myths, legends, poetry, newspapers and biographies as well as multicultural literature. In each room, we have classroom libraries with various levels of reading material. All ELA classes for all grade levels require that students

actively participate as members in Literature Circles, which not only increases ELL exposure to a mixture of genres, but also enhances ELLs' reading and writing skills. Furthermore, strong focus on the writing process helps to hone and strengthen students' writing in all content areas. ELL students are assigned Acuity work to identify areas in need of improvement and to help strengthen skills in all aspects of English language acquisition. All content teachers use materials such as glossaries, booklists provided by the ESL teacher and instructional and language websites as well as QTEL activities and strategies such as jigsaw reading, accountable talk, graphic organizers and concept mapping to support ELL students in their learning and differentiate their own teaching. A technology course is offered as an elective course and students are encouraged to do online research for school related projects and assignments. The ESL teacher uses websites such as Brain Pop to build vocabulary and to familiarize students with basic technology skills.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

ELL students are supported by all content teachers including our one certified ESL teacher. Students' Native Languages are supported by the use of bilingual glossaries and dictionaries. We also provide our students with textbooks and materials in their native languages when appropriate and available. Students are permitted to communicate and write in the native language when they feel they are better able to express themselves in that language. Our ESL teacher is also certified in Spanish and is able to support Spanish-speaking ELLs in their native language as needed in order to scaffold instruction.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, ELLs' ages and grade levels are taken into consideration in terms of resources and materials. We try to ensure that the materials used by ELL students are age appropriate and theme based.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

All students new to TYWLS of Astoria participate in an orientation session prior to the beginning of school. In these orientations sessions, students and their families receive information about the school. This is also an opportunity for all newly enrolled students to meet one another and begin to form relationships with other students, teachers and staff members.

14. What language electives are offered to ELLs? (LAP 9-12)

All students in 9th-10th grades take Spanish four-five days per week. French is offered to all students as an after school class.

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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

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

The professional development activities planned for all content teachers, the parent coordinator and ESL teacher include ELL requirements and the needs of ELL students across the content areas. All staff members are involved in the planning and implementation of these sessions. Using data from the NYSESLAT, ELA State test results and classroom assessments, the broad undercurrent of our professional development this year is Literacy, specifically writing across the content areas.

Topics will include:

- Understanding by Design.
- Differentiated Instruction.
- The NYSESLAT and the data it provides. How do we use this data to drive instruction for ELL students?
- Scaffolding instruction for ELL students.

Parent coordinator and secretary attend Network/District meetings (when available) regarding parents of ELLs, their rights and ways they can get involved in their child's education and school. Parent coordinator and secretary meet with ESL teacher to discuss ways parents can support their child at home.

Currently we do not have a guidance counselor.

Using NYSESLAT data the ESL Inquiry Team discovered that ELL students scored lowest in writing. As a result, Extended Time and the ESL Inquiry Team's work focus on improving student writing across the content areas. A school-wide ELA rubric is used to monitor student progress.

Our ESL teacher is currently working on distributing QTEL activities and materials to all content area teachers to ensure they are used effectively. Furthermore, we often take advantage of the many PD opportunities provided by The Young Women's Leadership Network and Department of Education (ProTrax).

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As we are currently a 6-10 school, we aim to make the transition from middle to high school as automatic and seamless as possible for our students who wish to continue their education at TYWLS of Astoria. Last year we scheduled an information session for parents to discuss high school requirements, Regents and the college process. We also developed a number of workshops for the girls. Themes of workshops included self-esteem, hopes and fears, friendships and high school expectations.

When students move to the next grade teachers are provided with student portfolios, test scores, teacher observations and formal time to meet to discuss student progress and interventions.

3. Describe the minimum 7.5 hours of ELL training for all staff.

Our goal is to provide staff with ELL PD during these monthly staff meetings and staff lunches:

Introducing our ELLs!(week of 8-12, 2010-staff lunches)

Looking at ELL Data (week of Nov. 29-Dec. 3, 2010 staff lunches)

Using ELL Data to Drive Instruction

Differentiated Instruction for ELLs (January 7, 2011 Staff Meeting)

Supporting Our ELLs in the Writing Process (March 4, 2011 Staff Meeting)

Supporting Our ELLs across the Content Areas (week of April 11, 2011 staff lunches)

Supporting Our ELLs in the Writing Process (May 6, 2011 Staff Meeting)

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. Describe parent involvement in your school, including parents of ELLs.

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 of Astoria supports parental involvement including parents of ELLs 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, Student-Led Conferences, Multicultural Night and all sub-committee meetings of all of these bodies.

Translation services include:

- DOE Translation and Interpretation Unit
- Parent/School members-Translate letters home to ensure parents/guardians are aware of school activities and important information/dates

Clinic Pus offers parents of ELL mental/emotional health support.

Mount Sinai of Queens provides parents of ELLs workshops around issues such as childhood obesity and sexuality.

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 Principal is available on any morning by appointment as early as 7 am and as late as 6 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. All Student-Led 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. Parent Coordinator works with parents of ELLs in small groups and individually to answer questions and act as liaison/interpreter/advocate.

Parent involvement activities include:

- Student-led conferences provides parents with the opportunity to take an active part in their child's education.
- College visits promote college awareness and empower parents with a college experience that can be used to support their child's journey to college.
- Multicultural Night celebrates diversity and embraces our differences.
- ELL workshops provide valuable information around interventions, online grading system, content expectations, rights, available school and community support systems, course requirements, etc.

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

The Principal regularly distributes to every child all bulletins/calendars/letters/newsletters/flyers/announcements English and other languages when available to take home to parents. The PA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

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. The PTA Executive Board and Title I parent reps. meet with Principal at regular monthly meeting and through phone calls if a particular issue arises. There are four 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. The PA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the School Parent Compact and the Title I budget modification. Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

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 teachers association.

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 Teachers Association meeting was held to elect a new Executive Board and new Title I parent representatives. There was another general meeting and open forum for parents and the parent members of the School Leadership Team were elected. Following that, at the next Executive Board Meeting, the School Parent Compact was developed.

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

The School Parent Involvement Plan evolved in the same manner as the School Parent Compact, through a series of general and executive board meetings wherein the parents' voices were heard.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Yes, Clinic Plus (School based Mental Health services), and Learning Leaders.

3. How do you evaluate the needs of the parents?

We use collected data to assess parent needs to ensure that all parents are provided with the information and workshops/training they need to be an integral part of their daughter's education. Through this data we are also able to determine written translation and oral interpretation needs:

- Parent Survey
- Home Language Identification Survey
- Emergency Blue Card
- ATS reports
- Advisory Phone Calls

4. How do your parental involvement activities address the needs of the parents?

Highly focused trainings/workshops/meetings are planned based on data collected from parent surveys, SLT/PA meetings, Advisory phone calls, ATS reports and informal conversations with parents. Workshops/Training/Meetings include Grade specific Parent Meetings, EASE (new grading system), Clinic Plus (School Based Mental Health services), High School Application Process/Specialized High Schools, Student-Led Conferences, Learning Leaders, Parent Book Club.

We also developed a very unique Parent Association model that is grade specific to ensure parent needs and concerns are addressed.

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)										2				2
Intermediate(I)									1	4	3			8

Advanced (A)							4	3	5	4	1			17
Total	0	0	0	0	0	0	4	3	6	10	4	0	0	27

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2		1		3				6
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	0	0	0	0	
Math <u>Algebra</u>	10	0	0	0	
Math <u>Geometry</u>	4	0	TBD	0	
Biology	0	0	0	0	
Chemistry	0	0	0	0	
Earth Science	4	0	0	0	
Living Environment	10	0	0	0	
Physics	0	0	0	0	
Global History and Geography	4	0	TBD	0	
US History and Government	0	0	0	0	
Foreign Language	0	0	0	0	
Other	0	0	0	0	
Other	0	0	0	0	
NYSAA ELA	0	0	0	0	
NYSAA Mathematics	0	0	0	0	
NYSAA Social Studies	0	0	0	0	
NYSAA Science	0	0	0	0	

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.

Paste response to questions 1-6 here

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 does 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.

ESL Inquiry Team analyzes the NYSELAT scores/State Test scores/classroom assessments/ACUITY results of each student. Using collected data the ESL Inquiry Team discovered that ELL students scored lowest in writing. As a result, Extended Time and the ESL Inquiry Team's work focus on improving student writing across the content areas. A school-wide ELA rubric is used to monitor student progress.

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

The data patterns reveal that our ELL student population is diverse in terms English language proficiency. The majority of our ELL students are Advanced and many are long-term ELLs. We have more ELLs this year than in previous years and we look forward to using the available data to help us plan, set goals, and make informed decisions to help our ELL students in all grade and English proficiency levels further their acquisition of the English language.

No LAB-R data.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Aside from our two beginners, the data reveals that most students are Advanced in terms of listening and speaking while there is a bit more variety among levels in the reading/writing modality. Therefore, patterns discovered across NYSESLAT modalities will aide in the development of targeted strategies to help ELL students increase their acquisition of academic English and further their English language proficiency. Our ESL teacher is currently using the NYSESLAT data to pin-point areas of need for each ELL student. This will allow her to create homogenous pull-out groups where students can receive the additional instruction needed to further specific English language skills. It would also allow all content area teachers to be more informed as to their ELL students' needs so they too will be better equipped to help them acquire skills necessary for academic English. Lastly, because our ELL student population is so diverse in terms of language proficiency levels, it is clear that instruction and activities in all content areas should incorporate multiple opportunities for ELL students to further their English language usage in each of the four skill areas.

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?

N/A: The student who took an exam in the 2008-2009 school year in her native language (she was a new arrival in 08-09) took the NYSESLAT exam in English in 2009 and 2010. This was the only exam in English that she has taken thus far. She has shown improvement in her English proficiency skills; advancing to the Intermediate level from the Beginner level. She will be taking other exams in English this year,

but until we have the results of the upcoming exams, we are unable to make any comparisons at this moment. This same student will be taking all exams in English this year with the aide of bilingual glossaries in order to better align tests to the language of instruction.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments

Part VI: LAP Assurances

with the ELL population, as well as how to best differentiate instruction in the general education classroom. The ESL teacher uses the data to determine in which of the four language skills each student needs further instruction. All curricula and lesson planning include the four

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/12/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		