



# **THE YOUNG WOMEN'S LEADERSHIP SCHOOL, QUEENS**

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

**SCHOOL: 28Q896  
ADDRESS: 150-91 87 ROAD  
TELEPHONE: 718-725-0402  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 28Q896      **SCHOOL NAME:** The Young Women's Leadership School, Queens

**SCHOOL ADDRESS:** 150-91 87 Road Jamaica, NY 11432

**SCHOOL TELEPHONE:** 718-725-0402      **FAX:** 718-725-0390

**SCHOOL CONTACT PERSON:** Avionne Gumbs      **EMAIL ADDRESS:** agumbs@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Christina Lopez</u>
<b>PRINCIPAL:</b>	<u>Avionne Gumbs</u>
<b>UFT CHAPTER LEADER:</b>	<u>Christina Lopez</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Kelly Cantave-Cooke</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Binta Diallo</u>

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 28      **CHILDREN FIRST NETWORK (CFN):** New Visions for Public Schools

**NETWORK LEADER:** Barbara A. Gambino

**SUPERINTENDENT:** Jeanette Reed

**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
Jennifer Pineda	*Principal or Designee	
Christina Lopez	*UFT Chapter Chairperson or Designee	
Kelly Cantave-Cooke	*PA/PTA President or Designated Co-President	
Rasheeda Harris	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kimberley Hamblin	DC 37 Representative, if applicable	
Binta Diallo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cheris Bradsher	Member/Teacher	
Dana Horn	Member/Teacher	
Marilyn Pacheco-Cash	Member/Parent	
Chelsea Lavington	Member/Parent	
Natasha Fortune	Member/Teacher	
Nafeeza Persaud	Member/Student	
Donna Crayton	Member/Parent	

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

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

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The Young Women's Leadership School (TYWLS) is located in School District 28 in Jamaica, Queens, New York. The school was opened in 2005 with 81 students in the 7<sup>th</sup> grade. It is affiliated with the Young Women's Leadership Network and is a sister school to the first YWLN school in East Harlem which opened in 1998. This 6<sup>th</sup> through 12<sup>th</sup> grade school serves a population of approximately 480 students from culturally diverse backgrounds. As a secondary school, we provide continuous educational and guidance support from early adolescence to young adulthood. The school houses three classes in general education in grades 7-12 and 2 classes for 6<sup>th</sup> grade, which include integrated inclusion classes. Students are heterogeneously grouped in 6<sup>th</sup> through 12<sup>th</sup> grade. The school also offers College Board certified Advanced Placement courses and accelerated classes.

The mission of TYWLS, Queens is to create a community of lifelong learners that successfully prepares young women for college. TYWLS, Queens is committed to nurturing the intellectual curiosity, creativity, and developmental needs of its young women. The school community cultivates dynamic, participatory learning and enables students to experience success on 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, Queens instills in its students a sense of community, responsibility and ethical behavior that help make them leaders of their generation, today and tomorrow.

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

- Students wear uniforms to affirm their membership in a school community
- The curriculum is based on the requirements for a New York State Regents diploma, which we expect every student to earn.
- In addition to the Chancellor's Code, the TYWLS' Discipline Code includes discussion and demonstration of thoughtful habits of heart, mind, work and voice and four non-negotiable rules.

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

- Every student is part of a small Advisory group, and every teacher is an Advisor. This Advisory meets daily for 30-50 minutes in all grades to allow time for team building activities, discussions of personal and social issues that concern our students, peer support and Advisor support for sorting through and resolving problems and conflicts.
- Classroom instruction is student-centered, project-based, and collaborative.

- Teachers practice a variety of classroom activities to accommodate differentiated learning, provide multiple assessment tools and models, and create lively, engaging opportunities to learn challenging material.
- The school has a CollegeBound initiative- a full-time counselor to support the students in their preparation for college.

Other features of the school include: student council, Advanced Placement courses, peer tutoring, peer mediation, technology assisted instruction, clubs, athletic teams, extended day program, summer internships, College Now courses, science spiraled curriculum for the middle school, Town Hall assemblies and Leadership Lecture Series. The school takes a data-driven approach to improving performance by analyzing all student outcomes to guide programming and by engaging parents and students by providing access to the data via Datacation.

The Young Women's Leadership School has secured partnerships with community-based organizations. These agencies like the YMCA, provide on-going parent outreach, counseling and medical services, student tutoring, and referrals to other support agencies that are vital components to providing Academic Intervention Services. The Young Women's Leadership Foundation provides us with a full-time college advisor. Every grade has an opportunity to visit a college campus each year, and numerous college counselors visit TYWLS to explore college opportunities with students.

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**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.

<b>SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT</b>					
<b>School Name:</b>	The Young Women’s Leadership School, Queens				
<b>District:</b>	28	<b>DBN #:</b>	896	<b>School BEDS Code:</b>	342800011896

<b>DEMOGRAPHICS</b>									
<b>Grades Served in 2009-10:</b>	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	6	x 7
	x <input type="radio"/> 8	x <input type="radio"/> 9	x <input type="radio"/> 10	<input type="radio"/> x 11	x <input type="radio"/> 12	<input type="radio"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	n/a	n/a	n/a		95	95	92		
Kindergarten	n/a	n/a	n/a						
Grade 1	n/a	n/a	n/a	<b>Student Stability: % of Enrollment</b>					
Grade 2	n/a	n/a	n/a	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	n/a	n/a	n/a		100	100	100		
Grade 4	n/a	n/a	n/a						
Grade 5	n/a	n/a	n/a	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	n/a	n/a	n/a	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	72	82	81		100	100	100		
Grade 8	83	79	87						
Grade 9	78	81	91	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	66	68	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	59		0	0	1		
Grade 12	0	0							
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total					0	0	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-	0	0	0						

DEMOGRAPHICS							
Contained Classes							
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	20	4	26
Number all others	11	19	25	Superintendent Suspensions	0	0	5
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	5	5	5	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	0	(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	18	20	23
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0	0	.003	Percent more than two years teaching in this school	16.7	16.7	30
Black or African American	67.8	69	68.8	Percent more than five years teaching anywhere	33.3	36	52
Hispanic or Latino	15.9	16	18				
Asian or Native Hawaiian/Other Pacific Isl.	15.9	14	15	Percent Masters Degree or higher	83	83	100
White	.4	.03	.2	Percent core classes taught by "highly qualified" teachers	98.3	93.3	96
Multi-racial	0	0	0				

DEMOGRAPHICS						
Male	0	0	0	(NCLB/SED definition)		
Female	100.0	100.0	100.0			

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 checked="" type="checkbox"/>		

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):				
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>			
	Basic	Focused	Comprehensive	
In Good Standing (IGS)	x	x	X	
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	√	√	√	✓	✓		

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	Proficient
<b>Overall Score</b>	74.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	23.2	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	41.3	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	0	Quality Statement 5: Monitor and Revise	Proficient
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

### **School Report Card:**

Strengths:

- On the most recent School Report Card from the State Education Department (2009-2010), TYWLS has received a designation of "in good standing" and is meeting each and every criterion for achieving AYP.
- Maintained 100% passing rate in Math and ELA exams for the year of 2008-09.

Areas in need of development:

- The School Report Card indicates no negative trends in state test scores or accountability measures.
- Increase the number of students making a full year's progress.

### **Learning Environment Survey**

- The participation on the Learning Environment Survey has changed between 2007-08 and 2008-09 as follows:

Parent response rate increased by 30% to 58%

Teacher response rate decreased by 1% to 83%

Student response rate decreased by 2% to 97%

- In all four areas of the Learning Environment Survey, the scores are as follows:
  - Academic Expectations: 7.0
  - Communication: 6.0
  - Engagement: 6.1
  - Safety and Respect: 6.9

### **Middle School Progress Report**

Strengths:

- On all indicators of Student Performance, we are above 31.6% relative to our Peer Horizon.
- Our average change for student proficiency for students of all levels, puts us above 50% relative to our Peer Horizon.

- An additional 3.5 points were awarded for making gains with students with disabilities, English Language Learners, and students with the lowest proficiency citywide.

Areas in need of development:

- On the Middle School Progress Report we received an overall grade of a C, with a C in every category.
- The percentage of students obtaining scores of 3 or 4 on the ELA exam was 48.8%. This puts our school at 32.1% relative to our Peer Horizon.
- The percentage of students obtaining scores of 3 or 4 on the Math exam was 64.5%. This puts our school at 32.6% relative to our Peer Horizon.

**School Quality Review-Received a Proficient in the last Quality Review (2008-2009)**

Strengths:

- The principal shares her very high expectations for success with all sections of the school community and leads the school towards ambitious goals.
- The school has created a broad and exciting curriculum, which interests students, engages their attention and encourages them to learn.
- The principal and her staff make very good use of data to maintain a frequently updated understanding of student progress and achievement.
- Teachers work collaboratively to set demanding and objectively measurable interim goals with appropriate plans and timeframes to achieve them.
- Teachers and leaders take great care of students in their charge, including those in need of improvement, to ensure they progress well.
- Teachers and leaders make good use of data to inform their planning and fine-tune their instruction to meet the learning needs of every student.
- The principal and her staff provide a safe, inclusive and orderly learning environment for their students.
- An atmosphere of mutual trust and respect between students, staff and parents pervades the school.
- Teachers meet frequently, visit one another's classrooms, evaluate each other's performance and share effective practice.

Areas in need of development

- Devise professional development plans to ensure teachers' skills continue to improve so the school will meet increasingly demanding academic goals.
- Introduce effective procedures for the induction and support of teachers who are new to the school.
- Establish a process for continuously reviewing all plans, procedures and interventions and making timely revisions to ensure goals are met.

**Greatest Accomplishments over the last couple of years:**

- Acquiring our own space; we moved into our own building in August of 2010
- Expanding the school to a full 6<sup>th</sup> thru 12<sup>th</sup> grade
- Exceptionally high attendance rate
- High Regents passing rate for the first class , Cohort 2011 with the Cohort of 2012 following suit
- Certified by College Board to offer Advanced Placement courses in English Literature, Biology and Spanish Literature.
- Participation in College Now , which allows students to accumulate college credits

- Summer opportunities for students which include, TYWLS Explorer Camp, Summer Bridge, College trips with CBI,
- Different events for each grade sponsored by our the Young Women’s Leadership Network including; 9<sup>th</sup> grade College Discovery Day, 10<sup>th</sup> Grade TYWLS Works ( Job Shadowing), 11<sup>th</sup> grade Brag Day, 12<sup>th</sup> grade Jumpstart to College, 11<sup>th</sup> grade Girls Get Healthy Day. All grades participate in Cool Women, Hot Jobs (Career Day).
- Establishment of a Fine Arts Department which includes Theatre and Performing Arts, Music Appreciation and Chorus and Graphic Arts
- We offer two Foreign Languages; Spanish and French
- Continuous development of our Advisory program which seeks to address the social and emotional needs of all students.

**Significant Barriers to School’s Continuous Improvement:**

- Annual budget cuts which :
  - Limit our ability to provide small class sizes. Classes on each grade level have decreased from four to three since the 2008-2009 school year.
  - Hinder our ability to offer enrichment programs to students who are at levels 3 and 4 to continue to move their progress.

## **SECTION V: ANNUAL SCHOOL GOALS**

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

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

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The Young Women's Leadership School has fully developed to be a comprehensive and academically rigorous institution. Our focus has been that of maintaining and improving the successful structures created since we opened the school. This is an important year in the history of our development. We have planned for the year by identifying our priorities, which are our goals for 2010-2011.

**Goal 1: By June 30, 2011 80% of the first graduating class (Cohort 2011) will graduate)**

**Goal 2: By June 30, 2011, 80% of Cohort 2011 will have passed the ELA, Global and US History Regents exams and 65% or over in Cohort 2012 will have passed the same Regent exams)**

**Goal 3: By June 30, 2011 the number of students earning 10 credits or more will increase as follows: Cohort 2012, 75%- Cohort 2013, 75%- Cohort 2014, 75%**

**Goal 4: By June 30, 2011, there will be an increase of 2% in the median growth percentile in ELA and Math**

**Goal 5: By June 30, 2011, a minimum of 80% of the faculty will have received a comprehensive professional development program that addresses, teaching and learning, data analysis, curriculum development and alignment to the CCSS, differentiation, academic rigor and technology enhanced instruction**





## 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): Graduation Goal

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1: By June 30, 2011 80% of the first graduating class (Cohort 2011) will graduate.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>After school tutoring for the off track students, Saturday school minimum of 3 hours. Subject teachers are responsible for scheduling and tutoring identified students. Tutoring is for 8 consecutive weeks before the Regents exams in both January and in June. Principal, Assistant Principal, Data Specialist, Program Chair and guidance counselors meet to review transcripts quarterly and schedule Regents and Credit Recovery classes where needed. Tutoring</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Fiscal Resources</b></p> <ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Title I</li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Data Specialist</li> <li>• Program Chair</li> <li>• Guidance Counselors</li> <li>• Inquiry Team Leaders</li> <li>• Subject Teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Marking period grades, ACUITY tests , scantron item analysis, benchmarks, mock exams, midterms, finals and all formative assessments include skills for item analysis, scholarship reports, review of lowest 3<sup>rd</sup> in school and lowest 3<sup>rd</sup> in city. all projects, assessments, and on going data analysis, Datacation, observation of classes.</b></p>

**Subject/Area (where relevant):** Regents Pass Rate

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2: By June 30, 2011, 80% of Cohort 2011 will have passed the ELA, Global and US History Regents exams and 65% or over in Cohort 2012 will have passed the same Regent exams)</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>After school tutoring for the off track students, Saturday school, MOCKS, Baselines, Predictives. Subject teachers schedule off track students for tutoring. Other personnel who assist are the Assistant Principal, Aventa Credit Recovery Teacher, and Guidance department.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Fiscal Resources</b></p> <ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Title I</li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Data Specialist</li> <li>• Guidance Counselors</li> <li>• Inquiry Team Leaders</li> <li>• Subject Teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Marking periods grades, all projects, assessments, and on going data analysis, Datacation, MOCKS, PREDICTIVES, Item Analysis from Regents and Mocks, on going observation of target students, Inquiry Teams, Goal setting activities in advisory.</b></p>

**Subject/Area (where relevant):** Credit Accumulation

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3: By June 30, 2011 the number of students earning 10 credits or more will increase as follows:</b> <b>Cohort 2012, 75%- Cohort 2013, 75%- Cohort 2014, 75%</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Grade teams will analyze after every marking period the results of grades passing and averages</li> <li>• Teachers will analyze data on an ongoing basis using Skedula to measure progress and determine interventions in the afterschool program and during the 37 ½ minutes</li> <li>• The grading policy would be monitored to ensure teachers follow the school wide policy</li> <li>• Provide after school academic intervention (tutoring/credit recovery)</li> <li>• After school and Saturday tutoring sessions for students at risk</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>Fiscal Resources</b></p> <ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Title I</li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Data Specialist</li> <li>• Program Chair</li> <li>• Guidance Counselors</li> </ul>



<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Off track or students in the lowest 3<sup>rd</sup> in the school/city for ELA are scheduled for mandated tutoring 8 weeks before the exam. Subject teachers provide a minimum of 3 hours tutoring a week focusing on particular weaknesses demonstrated on item analysis assessments. Classroom teachers use differentiation to meet the needs of students in class and reinforce good test taking skills.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Fiscal Resources</b></p> <ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Title I</li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• Assistant Principal</li> <li>• Program Chair</li> <li>• Guidance Counselors</li> <li>• Inquiry Team Leaders</li> <li>• Subject Teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Marking periods grades, classroom unit assessments, writing assessments, on going data analysis, Datacation, MOCKS, Acuity predictive, Item Analysis from last exams, on going observation of target students, Inquiry Teams.</b></p>

**Subject/Area (where relevant):** Professional Development

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific,</i></p>	<p><b>Goal 5: By June 30, 2011, a minimum of 80% of the faculty will have received a comprehensive</b></p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>professional development program that addresses teaching and learning, data analysis, curriculum development and alignment to the CCSS, differentiation, academic rigor and technology enhanced instruction</b></p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Most PD is in house, in the form of team meetings, grade leaders, and staff meeting/ PDs on Fridays. Teachers also participate in New Visions retreats and national conferences of their choice. There are also informal and formal observations to monitor progress, Teacher goal setting, demo lessons, intervisitations and NV Data specialists meetings.</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Fiscal Resources</b></p> <ul style="list-style-type: none"> <li>• Taxy Levy</li> <li>• Title I</li> </ul> <p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• All staff</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Individual Professional Plan (IPP) for each teacher</b></p> <ul style="list-style-type: none"> <li>• <b>Formal &amp; Informal Observation Reports</b></li> <li>• <b>Professional Pedagogical Goals report and revies</b></li> <li>• <b>Learning Walk Reports</b></li> <li>• <b>Retreat Reports</b></li> <li>• <b>Agendas, minutes, and staff reflections for weekly Professional development sessions, Department meetings, and whole staff faculty meetings</b></li> <li>• <b>Small Group Professional Development documentation and presentations</b></li> <li>• <b>Staff surveys</b></li> </ul>



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

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

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

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

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

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

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

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

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

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

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

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

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

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

**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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	37.5 minute tutoring, afternoon extended and Saturday tutoring in all tested grades.
<b>Mathematics:</b>	37.5 minute tutoring, afternoon extended and Saturday tutoring in all tested grades.
<b>Science:</b>	37.5 minute tutoring, afternoon extended and Saturday tutoring in all tested grades.
<b>Social Studies:</b>	37.5 minute tutoring, afternoon extended and Saturday tutoring in all tested grades.
<b>At-risk Services Provided by the Guidance Counselor:</b>	Small group counseling, individual mandated counseling, crisis intervention
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	Small group counseling, individual mandated counseling, crisis intervention
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

Grade Level(s) 6-12      Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ 1      Other Staff (Specify) \_\_\_\_\_

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

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

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: **342800011896**

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

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

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

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

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

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

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

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

## 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:	\$231,613	\$16,883	\$248,496
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,316	0	\$2,316
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,580	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$23,161	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:    96%   

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.

**The new teacher is receiving 40 hours of mandated mentoring as well as other, targeted professional development.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Explanation/Background:***

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

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (P)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (P) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (P)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	17, 25,26,27,28,
Title I, Part A (ARRA)	Federal	✓				✓	5-9, 17
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓				✓	21,

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

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

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

Tax Levy	Local	✓			✓	5-9
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**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. 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 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 supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings, Curriculum Night, Parent Teacher Conferences, Parent Coordinator, Grade Level parent meetings, 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 administration has arranged for the Principal to be available on any morning by appointment as early as 7:30 am and as late as 5 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. The school regularly updates its website, PupilPath to make information about the school available to all parents. All parent teacher conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.**

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

**In addition to the above-mentioned website, the administration regularly distributes to every child all bulletins the Department of Education in English and Spanish when available to take home to parents during Advisory. Announcements are regularly sent via Pupil Path to inform parents of upcoming events. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child ten school days prior school events. They have also set up a suggestion box in the main office. There is a bulletin board for general school information.**

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

**Parents were asked to complete a needs assessment at the beginning of the year. The SLT and PTA Executive Board meet with Principal at regular monthly meeting and through phone calls and email if a particular issue arises. There are five parents on the School Leadership Team who were elected by the parent body. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school and represents the interests of the Parent Body.**

5. HOW WE WILL ASSESS THE EFFICIENCY 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. The PTA has an email address that parents can use to contact the PTA whenever necessary. Pupil Path announcements as well as school-messenger phone calls are done informing parents of upcoming events.**

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

**The Compact developed after a series of meeting 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. Following that there was a “Meet the Administration Night” where parents voiced their issues prior to the second marking period. 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.**

9. 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.**

## **Part B: School-Parent Compact**

1. **School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

**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 2009-10 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **Title I School Parent Compact**

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

The school agrees to the following:

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

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

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

1. The convening of an annual Title I meeting for parents to inform them of the Title I program and their right to be involved.
2. To set aside time on the agenda of every regular monthly PTA and School Leadership Team meeting to address Title I issues.
3. To involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy through monthly consultation with the Title I parent representatives from both the Middle School and the High School.

4. To provide parents with timely information about all programs through newsletters, flyers, 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 Parent Teachers Association and School Leadership Team.
9. Timely issuance of student alert notices for students experiencing difficulties.
10. Parent sponsored class parent program.
11. Parent sponsored parent needs assessment.
12. Regular updating of the school website with parent information.
13. Regular notices home from the Parents and the Administration.
14. Teacher maintenance of parental contact logs.
15. Attendance outreach to late and absent students.
16. Teacher dissemination of semester course outlines.
17. Fall and Spring parent teacher conferences in addition to Fall Curriculum Night.
18. Maintenance of an Aware Parent liaison so that parents can access data on the web.
19. Maintaining an environment which welcomes parents to make appointments with teachers on an as needed basis.
20. Guidance workshops for parents concerns.
21. Sub committee meetings for parents of seniors to address their particular concerns.

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

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

1. To work with his/her children to improve punctuality, attendance, homework, study time and reduced television watching.
2. To become involved at least through elected parent liaison representatives in developing, evaluating, and revisiting the school- parent involvement policy.
3. To share the responsibility for improving student achievement.
4. To communicate with teachers about their children's educational, social, and emotional needs.
5. To communicate and cooperate with the school on issues of health and safety.
6. To respond to the PTA needs assessment, which addresses the type of training they need to become more effective in assisting their children in the educational process.
7. To respond to regular communications home on the part of individual teachers and the administration regarding student lateness and attendance and academic progress.
8. To attend PTA forums on helping students be successful.
9. To attend Guidance intervention meetings for struggling students.
10. To review the NYC Board of Education statement of parents rights and responsibilities.
11. To read with their children the NYC Board of Education statement of students rights and responsibilities.
12. To support the creation of a student government body.
13. To support school representation on Superintendent's Advisory Councils.
14. To support the school Discipline Code.

15. To respond to calls to serve on a variety of PTA subcommittees.
16. To join in school celebrations of the success of students.
17. To attend district parent forums, educational conferences, and school workshops designed to bring in parents as partners in the lives of the students.
18. To read and support teacher dissemination of course outlines and grading policies to assist parents in monitoring student progress.
19. To attend regular meetings for 10th and 11th grade parents with the College Counselor and opportunities for attendance at college

### **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.

11. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

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

12. Schoolwide reform strategies that:

- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- d) 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, 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 School-wide 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.

13. 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 I program, teacher and principal quality is ensured through recruitment and retention of teachers and principals with the Transition to Teaching Program will be sued to recruit and retain mid-career professionals and recent graduates.**

14. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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

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

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

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

**The focus of professional development from the new teacher mentor will be on strengthening the skills, content, context, and process knowledge of new teachers in all subject areas to ensure that all teachers are providing instruction aligned with the standards and assessments. The mentor will work with new teachers to have them meet teaching standards established by the new institute mentoring**

system. In addition, general education teachers will continue to receive training, including strategies emphasizing differentiated instruction and conferencing with students.

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

15. 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.

16. 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 1 program to parents at the beginning of each school year. The school will offer a flexible number of meetings. 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 the PTA/student suggestion box in the main office. Parents should attend school, district, citywide, and in state/ out of state parent professional development workshops and conferences. 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; convening special grade level parent meetings including open house for incoming students, grade level parent meetings for grades 6-12 on topics such as adolescent 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 PTA meetings particularly on the issues of health, a parent health fair, parent outreach at student assemblies to recognize student achievement, parent attendance at regional parent conferences, training for the parent coordinator at all regionally sponsored professional development, increased translation and interpretation services for parents and families.

17. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**We have no pre-school children as the school starts with the 6th grade.**

18. 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 training handbook on assessment. Grading website, PupilPath is updated on a regular basis by each teacher, in addition 6 report cards are mailed home to update parents more frequently on their daughters progress. 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, and posted in each classroom. All regional and city directives regarding assessment are adhered to.**

19. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**The school trains teachers at 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. This includes a series of binders with extensive history and current information and student work for these students so that teachers can case conference by grade level. Each teacher puts together a list of students in each of their content area classes whose grades fall below a 70 for the marking period. All these students become mandated to attend Extended Afternoon Tutoring each day. Teachers use such devices as group emails to parents and weekly progress reports. Teachers attend all regionally sponsored training sessions on academic intervention services for students at risk. Students are required to participate in small group tutorial if they are falling behind in a subject. Special education teacher trains content teachers on how to use IEP for students with disabilities including differentiating instruction and modifying assignments. ESL teacher trains content teachers on language supports for ELL's.**

20. 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.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Young Women's Leadership School, Queens					
<b>District:</b>	28	<b>DBN:</b>	28Q896	<b>School</b>		342800011896

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		96.0/94.7	96.6/	94.2 /
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	0		100.0	99.3	98.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	52	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	82	88	84		56.9	76.9	76.9
Grade 8	78	86	85				
Grade 9	74	83	94	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	67	60	61	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	53	55		1	3	5
Grade 12	0	0	51				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	301	370	482	(As of October 31)	2007-08	2008-09	2009-10
					4	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(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	32
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	11
Number all others	18	25	42				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(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	18	20	23
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	2	3
# receiving ESL services only	5	7	TBD				
# ELLs with IEPs	0	1	TBD				

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

<b>Number of Educational Paraprofessionals</b>			
(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	1	% fully licensed & permanently assigned to this school	100.0	100.0	95.7
				% more than 2 years teaching in this school	16.7	50.0	52.2
				% more than 5 years teaching anywhere	33.3	40.0	56.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	90.0	91.3
American Indian or Alaska Native	0.3	0.3	0.6	% core classes taught by "highly qualified" teachers	98.3	88.0	95.3
Black or African American	68.4	68.4	62.2				
Hispanic or Latino	15.9	15.4	18.3				
Asian or Native Hawaiian/Other Pacific	14.0	12.7	16.4				
White	0.7	1.1	2.3				
<b>Male</b>	0.0	0.0	0.0				
<b>Female</b>	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

<b>SURR School (Yes/No)</b>		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:

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	36.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	4.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>New Visions</b>	District <b>28</b>	School Number <b>896</b>	School Name <b>TYWLS, Queens</b>
Principal <b>Avionne Gumbs</b>		Assistant Principal <b>Jennifer Pineda</b>	
Coach <b>Marty Kopelowitz</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Christina Lopez</b>		Guidance Counselor <b>Audrey Hall</b>	
Teacher/Subject Area <b>Natasha Fortune</b>		Parent	
Teacher/Subject Area <b>Ana Velasco</b>		Parent Coordinator	
Related Service Provider <b>Tanita Parkes</b>		Other	
Network Leader <b>Barbara Gambino</b>		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>357</b>	Total Number of ELLs	<b>6</b>	ELLs as Share of Total Student Population (%)	<b>1.68%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The home language survey is distributed to all incoming students. ATS reports were run which indicate which students are eligible for either services or modifications. The LAB is also administered to students in question. Parents are informed of the ESL offering annually. The ESL teacher is required to collect the documents from families. The programs offered are aligned with parent requests.

## 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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>								3		3				6
<b>Total</b>	0	0	0	0	0	0	0	3	0	3	0	0	0	6

### B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	0	1	0	0	0	0	0	3
<b>Total</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1						1
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic														0
Haitian										1				1
French														0
Korean														0
Punjabi										2				2
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>						

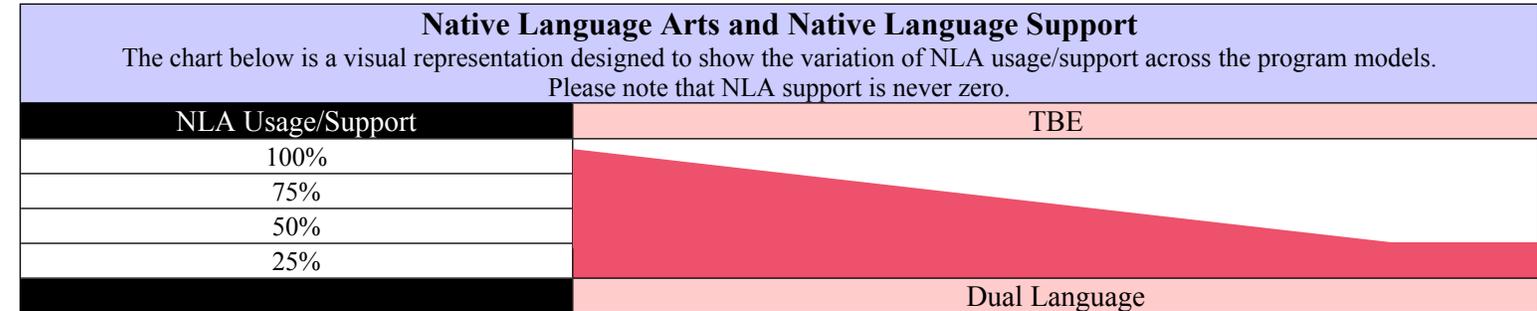
## Part IV: ELL Programming

### 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.
- Our ESL program is pull-out only. The ELLs are heterogeneously grouped by proficiency level. The programmer and testing coordinator collaborate to ensure the number of required hours are met for each student based on their mandated time. Students are taught content with the materials used in the students subject classes. Differentiated instruction is the main ocouse of instruction for students. The gaol is to have students proficient in English in 3 years. There were no SIFE students.

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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### B. Programming and Scheduling Information--Continued

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

All students were instructed in the English Language in preparation for in class and state wide exams. Students who are deemed proficient by the NYSESLAT exams are still given additional time as per the state regulations. All technology that we have available in the building is open to ELLs including SMART boards, laptops and desk tops. New programs include access to Peer Tutors for ELLS students and mentor opportunities. Research into and implementation of how to provide native language support to students with languages other than Spanish and French As students progress in grades, they have access to the CBI counselor for college preparation. ELL students are offered Spanish and French electives. Each student's needs determine the additional materials used. All students, ELLs or otherwise, are offered the same educational opportunities.

### 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)?

n/a

### 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.

Our ELL teacher is encouraged to attend any PDs through the OELL that she feels would be beneficial to the improvement of her instruction. Additionally, all staff, including administrations goes for city wide training and then turnkeys information and techniques to necessary teachers.

### 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?

Our school offers an adult education program 3 nights a week that is open to parents and offer an array of classes to support language acquisition. Parents needs are addressed during parent teacher conferences, ELL meetings, PTA meetings, etc.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

/SPEAKING	I								3			2			
	A											1			
	P														
READING/ WRITING	B														
	I								3			2			
	A											1			
	P														

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

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

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

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

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

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.

A baseline assessment that is grade appropriate is administered early in the year in addition to TCRWP assessments. Data drive s the instruction of students as far as knowing what specific deficiencies students have and then designing lessons that speak to the deficiency>

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		