



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : _THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q896

PRINCIPAL: AVIONNE GUMBS **EMAIL:** AGUMBS@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLEY FFOLKES- BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jennifer Pineda	*Principal or Designee	
Christina Lopez	*UFT Chapter Leader or Designee	
KarenAnn Marini	*PA/PTA President or Designated Co-President	
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	
Dana Horn	Member/	
Cheris Bradsher	Member/	
Martin Gonser	Member/	
Yvette Parrish- Chenault	Member/	
Donovan Daley	Member/	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 30, 2012, 65% of cohort 2008/2012 will have passed the Algebra Regents exam with a score of 75% or higher.

Comprehensive needs assessment

- This need is in direct correlation with the CUNY admission requirements. We are a college bound school and as such expect all of our students to progress into a 4 year college program. The minimum requirement for CUNY admissions specifies that in order to be excluded from remediation in Mathematics, students must pass the Algebra I Regents with a 75 or higher as well as take and pass Algebra II. Based on the performance of students in the 2011 cohort, both on tests and in college acceptance attempts, it is imperative that we prepare students to be successful in these classes and on this exam in particular to ensure their acceptance to any 4 year CUNY school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups include after school and Saturday tutoring for students who are: students who are retaking the exam for a grade of 75 or higher who have previously passed with a 65-74. Also, MOCK exams administered in testing simulated circumstances, baselines and predictive periodical assessments through ACUITY and other on-line resources.
 - b) Staff and other resources used to implement these strategies/activities include, subject teachers will track progress of students both on and off track to implement appropriate differentiated interventions. The Principal, Assistant Principal the Aventa Credit Recovery Teacher, The Program Chair and the guidance counselor will also have a hand in success for students through data interpretation and tracking as well as conferences with students and parents as needed.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities include weekly Department, Grade Team and Common Planning meetings.
 - d) The timeline for implementation is current and ongoing beginning on November 5, 2011 and extending until the Regents exam in June 2012.

Strategies to increase parental involvement

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

Strategies for attracting Highly Qualified Teachers (HQT)

Strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal include providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community. Regular observation and feedback for teachers regarding their effectiveness and pedagogical growth.

Service and program coordination

Support of our College Bound Initiative Counselor.

Budget and resources alignment

- Tax Levy: Per Session

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Goal #3: By June 30, 2012, the number of students earning 6 credits or more in Math, Science, Social Studies or English will increase as follows:

- Cohort 2015: 50%
- Cohort 2014: 50%
- Cohort 2013: 50%

Comprehensive needs assessment

Credit Accumulation speaks directly to student progress and AYP. In order for students to remain on track for graduation in 4 years, credits must be accumulated in the correct subject areas. In addition, the Progress Report measures our success based on such progress. Our 2014 cohort contains several students who are off track if measured by the standards listed above. Therefore, it is imperative that we develop and maintain structures that will support students and teachers in accumulating the necessary credits in the time allotted for 4 year graduation.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Strategies/activities that encompass the needs of identified student subgroups include

- 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

- The grading policy would be monitored to ensure teachers follow the school wide policy
- Provide after school academic intervention (tutoring/credit recovery)
- After school and Saturday tutoring sessions for students at risk

Staff and other resources used to implement these strategies/activities include subject area teachers, guidance counselors, Data Specialist and Program Chair

- steps taken to include teachers in the decision-making progress regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, include, grade teams will analyze after every marking period the results of grades passing and averages
 - a) Timeline for implementation begins after analysis of end of marking period 1 grades and continues until June 12, 2012, the end of the final marking period of the school year.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Strategies for attracting Highly Qualified Teachers (HQT)

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Service and program coordination

n/a

Budget and resources alignment

- Tax Levy: Per Session and NYSTL Software

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 30, 2012, there will be an increase of 2% in the median growth percentile in 8th grade ELA.

Comprehensive needs assessment

- A strong foundation is needed for success on the ELA Regents. Therefore, working to make students successful as early as possible is imperative. After reviewing the data on the last three administrations of the ELA, we see that the correlation to success on the 8th grade ELA is directly related to mastery level on the ELA Regents. In addition, in order for students to be exempt from remediation in CUNY a grade of 75 or higher must be obtained on the ELA Regents making it even more important for students to begin preparing earlier.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
Off track or students in the lowest 3rd 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. Further work centers around implementation of the CCLS mandates for this year and Performance Series testing.
 - a) Staff and other resources used to implement these strategies/activities include ELA Teachers, Assistant Principal P and Guidance Counselor
 - b) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities include English Department Meetings and Common Planning.
 - c) Timeline for implementation begins after the first Marking Period ends and intensifies for the 8 weeks before the assessment, culminating in final assessments and supports up until the end of the final marking period 6/12/11.

Strategies to increase parental involvement

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

Strategies for attracting Highly Qualified Teachers (HQT)

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Service and program coordination

- n/a

Budget and resources alignment

- Tax Levy: Per Session

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 30, 2012, a minimum of 85% of the teaching staff will have received a comprehensive professional development program that addresses teaching and learning in either the Common Core Learning State Standards, Differentiated Instruction, Across Content Areas for Academic rigor.

Comprehensive needs assessment

- After analyzing the data supplied by the Learning Environment Survey, the New Teacher Project, and conversations and feedback from staff, we have found that teachers need support in the areas identified; support in the form of Instructional Professional Development. If we are to maintain an academically rigorous learning environment that expects Highly Qualified Teachers, we must provide them effective and meaningful Professional Development that they request.

Instructional strategies/activities

Instructional strategies and activities that will be used to achieve this goal include consultation with our CFN LDF and Leadership coach. Contracting outside entities such as CITE to provide structured and individual teacher PD. Administration also conducts frequent observations and gives feedback in a timely fashion to ensure implementation of Statewide and Citywide initiatives.

Staff and other resources used to implement these strategies/activities,

- a) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities include common planning and goal setting meetings both departmentally and grade wide, conferences with instructional supervisors in which areas of strength and growth are identified and a PD plan is generated.
- b) The timeline for implementation varies by teacher but begins with the first Pre-Observation conference for the year and is on-going up to the end of the, June 30, 2012.

Strategies to increase parental involvement

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

Strategies for attracting Highly Qualified Teachers (HQT)

- Actively retaining effective teachers with the appropriate credentials, actively recruiting, with the assistance of our CFN, teachers who fit our school vision and mission. Inviting teachers who interview with us to conduct demonstration lessons prior to a final decision of employment. developing teachers who are emerging teacher leaders.

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Service and program coordination

CFN New Visions, CITE, Young Women's Leadership Network

Budget and resources alignment

- Tax Levy: Professional Development and PSO Set Aside

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

By June 30, 2012, there will be an increase of 5% in the number of parents utilizing the on-line communications system.

Comprehensive needs assessment

- Through various means and conversations, it has been discovered by all constituents of TYWLS Queens that the Pupil Path online system for parent and teacher contact is not being utilized to its greatest capacity. Parents do not get messages sent to their email through the system, they are not checking the online calendar of events, and they are not keeping themselves abreast of their child's progress by checking the online grade book.

Instructional strategies/activities

a) n/a

Strategies to increase parental involvement

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- Holding a workshop that helps parents log on and get access to the website.

Strategies for attracting Highly Qualified Teachers (HQT)

n/a

Service and program coordination

n/a

Budget and resources alignment

- Tax Levy: Supplies

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	20	16	-	-	0	-	-	-
7	28	29	-	-	0	-	-	-
8	40	26	-	-	1	-	-	-
9	60	49	38	n/a	6	-	-	-
10	n/a	17	17	n/a	2	-	-	-
11	n/a	5	5	11	0	-	-	-
12	2	0	1	4	1	-	-	-

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	37.5 minute tutoring, afternoon extended and Saturday tutoring in all tested grades.
Mathematics	37.5 minute tutoring, afternoon extended and Saturday tutoring in all tested grades.
Science	37.5 minute tutoring, afternoon extended and Saturday tutoring in all tested grades.
Social Studies	37.5 minute tutoring, afternoon extended and Saturday tutoring in all tested grades.
At-risk Services provided by the Guidance Counselor	Small group counseling, individual mandated counseling, crisis intervention
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Small group counseling, individual mandated counseling, crisis intervention

At-risk Health-related Services	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school does not currently have Title I status.

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
 - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association)
 - Supporting or hosting Family Day events;
 - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
 - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
 - encouraging more parents to become trained school volunteers;
 - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Derek Smith	District 28	Borough Queens	School Number 896
School Name The Young Women Leadership School			

B. Language Allocation Policy Team Composition

Principal Avionne Gumbs	Assistant Principal Jennifer Pineda
Coach type here	Coach type here
ESL Teacher Ana Velasco	Guidance Counselor Audrey Hall /Natasha Fortune
Teacher/Subject Area Christina Lopez	Parent KarenAnn Marini
Teacher/Subject Area Cheris Bradsher	Parent Coordinator Leslie Harding
Related Service Provider Tanita Parkes	Other type here
Network Leader Derek Smith	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	509	Total Number of ELLs	12	ELLs as share of total student population (%)	2.36%
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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 students new to the DOE. ATS reports are run to indicate which students are eligible for either services or modifications. The LAB us also administered to students in question. Parents are informed of the ESL offering annually. The programs are aligned with parents request. The current ESL students we have been already assigned to our school from previous schools. The pedagogue reponsible for the initial screening and lab test is our English teacher Christina Lopez, and our pupil personell secretary is in charge of administering the HLIST. Parents are giving information at the beginning of the year explaining that the student will be placed in a self contained class to received ESL services following the initial distribution of letter in Sept parent who attend the november parent teacher conferences are informed . The ESL teacher is reponsible for distributing letter home after reviewing our process for parent survey and program selection forms future correspondence will include, school messanger, notification of letter sent, a parent sing off or receipt and additional one in one parent teacher conferences with struggling students. Since our students come to us with prior designation by prior school we have not made any determination for our current students. to date, no parent had made formal request for change of ESL program.

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														To t #
K	1	2	3	4	5	6	7	8	9	10	11	12		

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL			2			0					0
Total	0	0	2	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish	4								4	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian	1								1	0
French									0	0
Other			2		1				3	0
TOTAL	5	0	2	0	1	0	0	0	8	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

- 1a. Our ESL program is pull out only.
- 2a. The ELLs are heterogeneously grouped by proficiency level.
- 2b. The programmer and testing coordinator collaborate to ensure the number of required hour are met for each estudent based on their mandated time.
3. Students are taught content with materials used in the students subject classes. Differentiated Instruction is the main course of intruction. In our goal is to have students proficient in English in 3 years.
4. When they are first admitted to the program there is a diagnostic test provided in their language which includes writing a paragraph

A. Programming and Scheduling Information

which is a personal narrative. It is assessed for fluency and clarity as well as basic command of English grammar and mechanics.

5a. n/a

5 With the beginning students there is a lot visual and hands on lessons provided also, we provide easy readers, listening stories, and technology is included to make sure they learn technology at the same time.

5c n/a

5d n/a

6. In every lesson there is reading out loud, dictation, listening stories for comprehension and there is also speaking activities provided in every single lesson. A nurturing environment is provided. There is routine provided everyday. In every story there is lots of vocabulary provided. The internet is the major source for acquiring 21st century teaching tools to accelerate English Language acquisition.

7. A schedule for common planning is being followed by all teachers to compare curriculum and to facilitate interdisciplinary instruction for students in all grade levels. The ESL teacher follows curriculum map to ensure proper placement and students' academic needs.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts			0	
Social Studies:	0			
Math:	0			
Science:	0			

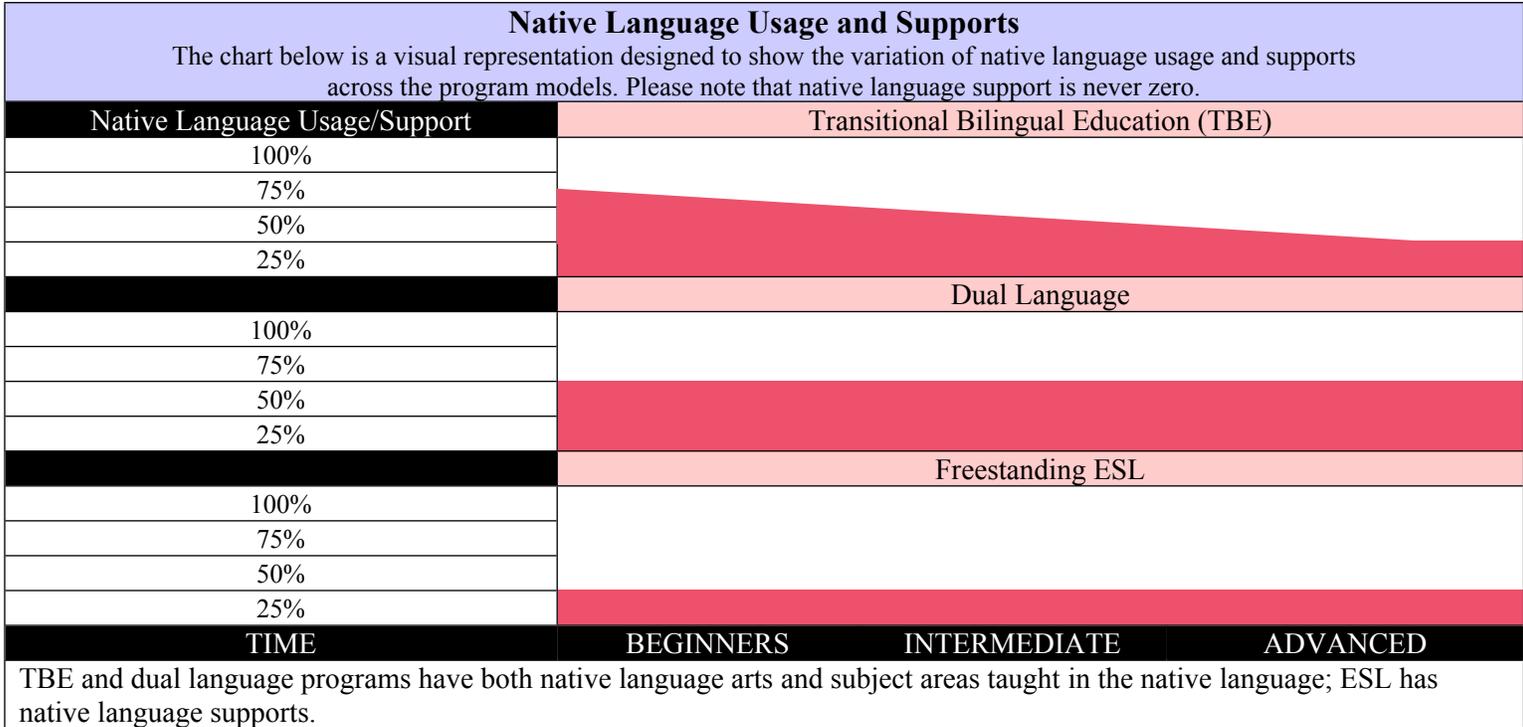
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



B. Programming and Scheduling Information--Continued

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

8. We offer afterschool tutoring and one to one tutoring in every subject to help our ELL population whenever needed. We also have mock examinations to help us provide adequate services to each student.

9. Students who are deemed proficient by the NYSESLAT exams are still given additional time as per state regulations.

10. Most of the technology we have is available in the building and is open to ELLs including laptops and desk tops. They also have after school tutoring in every subject and mentor opportunities.

11. n/a

12. Also ELLs are offered foreign languages such as Spanish and French as electives. All students, ELLs or otherwise, are offered the same educational opportunities.

13. Many of the ESL materials are obtained through internet ESL websites. Computers are also accessible to the ESL student as needed

14. IF there is a need for native language support our ESL is fluent in Spanish and provides language support for the Spanish speaking

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. We offer afterschool tutoring and one to one tutoring in every subject to help our ELL population whenever needed. We also have mock examinations to help us provide adequate services to each student.
9. Students who are deemed proficient by the NYSESLAT exams are still given additional time as per state regulations.
10. Most of the technology we have is available in the building and is open to ELLs including laptops and desk tops. They also have after school tutoring in every subject and mentor opportunities.
11. n/a
12. Also ELLs are offered foreign languages such as Spanish and French as electives. All students, ELLs or otherwise, are offered the same educational opportunities.
13. Many of the ESL materials are obtained through internet ESL websites. Computers are also accessible to the ESL student as needed.
14. If there is a need for native language support our ESL is fluent in Spanish and provides language support for the Spanish speaking students.
15. There are only two students who are also special ed and they have designated SETTS teacher
- 16/n/a
- In summary all our students are instructed in the English language in preparation for class examinations and State wide exams. Our ELLs are offered foreign language instruction in Spanish and in French. All students 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)?

Some of the Spanish speakers ELLs are taking Spanish also. We have a self-contained ESL program and emergent literacy is not taught in child first language. We do not have a dual language program in our school.

D. Professional Development and Support for School Staff

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

- 1) Our ELL teacher is encouraged to attend any PDs through the OELL that she feels would be beneficial for her improvement of her instruction. Additionally, all staff including administrators goes to the city for the wide training every year. She then turn-keys that information to the entire instructional staff.
- 2) The AP has attended PDs sponsored by OELL as well.
- 3) The teaching staff is undergoing PDs as needed and designated by the Principal's new PD plan for the staff as applicable to each teacher

D. Professional Development and Support for School Staff

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

- 1) Our ELL teacher is encouraged to attend any PDs through the OELL that she feels would be beneficial for her improvement of her instruction. Additionally, all staff including administrators goes to the city for the wide training every year. She then turn-keys that information to the entire instructional staff.
- 2) The AP has attended PDs sponsored by OELL as well.
- 3) The teaching staff is undergoing PDs as needed and designated by the Principal's new PD plan for the staff as applicable to each teacher and his/her schedule and students he or she teaches.

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?

1. Our School has PTA meetings once a month. Parents' needs are addressed during parent teacher conferences.
2. Our school to DOE adult education program which services parent of our currently enrolled students
3. The PTA is establishing a parent evaluation in order to boost overall parent involvement in our school to evaluate the needs of every parent.
4. The ESL teacher is constantly communicating with parents to address needs and concerned as needed. ESL department is working to establish more meeting with Parents. ESL want to establish at least on workshop to informed and make sure the parents support the English language at home.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I										3			

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1	1	0	0
Geometry	1	1	1	0
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	1		0	
Physics				
Global History and Geography	1	1	0	0
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								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- A baseline assesment that is grade appropriate is administered early in the year in addition to TCRWP assesment.
- Data driven instruction of the student is one of the tools as far as knowing what specifics deficiencies students have and then desinging lesson that speak to the deficiency
- ESL teacher use the NYSESLAT modalities to make sure that they improve in each area based on previous NYSESLAT results
- We examined the students results to help us plan and implement according to each student need. There are monthly no. students who are in

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

School Name: <u>The Young Women's Leadership</u>		School DBN: <u>28Q896</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Avionne Gumbs	Principal		12/1/11
Jennifer Pineda	Assistant Principal		12/1/11
Leslie Harding	Parent Coordinator		12/1/11
Ana Velasco	ESL Teacher		12/1/11
Karen Ann Marini	Parent		12/1/11
Christina Lopez	Teacher/Subject Area		12/1/11
Cheris Bradsher	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Natasha Fortune	Guidance Counselor		12/1/11
Derek Smith	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q896 **School Name:** The Young Women's Leadership School

Cluster: _____ **Network:** New Visions

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

Part A: Needs Assessment Findings

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

We use the information in ATS provided to know what the home language is for each student. Forms are sent home in the proper language ie: Respect For All, Lunch Eligibility Forms and Promotion in Doubt Letters.
We are in the process of reviewing our procedures and plans around translating in-house documents due to staff turn-over and designating staff who is equipped to translate into Spanish and Hatian Creole. Utilizing resources from the OELL and DOE websites for other languages ie; Bengali, Urdu, and African dialects.

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.

The major findings are that more needs to be done to address the needs of our non- English speaking parents in terms of the written communication we send. Oral communication for Spanish and Hatian Creole is readily available and utilized. As the demographics of our school community have changed to include languages in which the staff is not fluent , we are in the process of designing a plan with the help of Guidance, ELL and Administration in conjunction with the PTA to address these new parents.

Part B: Strategies and Activities

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

We are working towards translating written correspondence in Urdu, Bengali and African Dialects to parents of in-house correspondence which include the assistance of outside vendors as we have none on staff fluent in these languages.

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.

The Assistant Principal is fluent in Spanish as are three other staff members. Teachers consult when necessary, schedule meetings that include intrerpretation services of staff members. Parents who speak Urdu, Bengali and African Dialects usually bring someone of their choice to assist in communication with school personell.

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>.

Every effort is made to communicate face-to-face with parents whose language of choice is not English. A family member or other adult of the parent's choice may be utilized in order to translate the information especially if it pertains to academic achievement, health and safety or entitlement of services.