Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF BROOKLYN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K614

PRINCIPAL: TALANA BRADLEY EMAIL: TBRADLEY2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Talana Bradley	*Principal or Designee	
Rebekah Corace	*UFT Chapter Leader or Designee	
Cristina Jacobs	Assistant Principal	
Dina Straker	*PA/PTA President or Designated Co-President	
Maggie Bacon	DC 37 Representative, if applicable	
Andrea Stanford	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Simone Moore	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Massawa Stevens	Member/UFT	
Nita Stevenson	Member/Parent	
Michele Francis	Member/Parent	
Yvette Williams	Member/Parent	
Lisa Fletcher	Member/Parent	

	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will meet the city-wide instructional expectation of engaging in a literacy task that is embedded in a rigorous curriculum unit aligned to CCSS

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the Common Core Learning Standards, all students must complete a culminating performance task in literacy. Our teachers have attended professional development, and continue to receive professional development, around the creation of rigorous performance tasks. Because the CCSS were implemented this year, we felt it was vital to supply teachers with this training in order to provide our students with high quality performance tasks that challenge their thinking. Additionally, according to last year's progress report, 37% of our students are performing at Level 3 or 4 in English and the average student proficiency is 2.72. We want to see our average proficiency rating increase to at least 3.0 and have at least 50% of our students performing at Level 3 or 4. We feel that engaging students in high quality literacy tasks is one step towards attaining this goal.

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,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

1. Work with administration and teachers to identify students and analyze data for sub-groups
2. Improve the standards-based grading system and use the data to target instruction
3. Provide professional development on the effective development of outcomes based on standards
4. Facilitate professional development on the use of Acuity, Teachers College Reading and Writing Project Assessments, teacher-created assessments and performance tasks, and embedding the CCSS into curriculum maps, unit plans, and final assessments
5. Ensure that baseline assessments are administered by October 1, 2011 and use assessment evidence to target specific students in need of Academic Intervention Services and to set student goals across all sub-groups
6. Include 100% of the teaching staff on an inquiry team
7. Work with schools teams on developing the inquiry process and refining performance tasks
8. Identify students who are in jeopardy of failing and not meeting standards and create intervention plans that are shared with families at the end of each marking period
9. Implement an afterschool program to support the lowest third of our students and those students in the city's lowest third
10. Provide professional development geared towards incorporating the Common Core State Standards
11. Hire a consultant to support staff in incorporating the Common Core State Standards and developing performance tasks

12. Use Department Leader Meetings to support teachers around the development of performance tasks and their alignment to CCSS, unit objectives, and year-long goals
13. Provide teachers with the opportunity to review, critique, and revise their own performance tasks as well as their colleagues' performance tasks
14. Implement Inquiry Exploration Week in which students will have the opportunity to explore a wide range of non-fiction texts

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

1. Parents will attend Teachers College workshops on building parents as literacy partners
2. Parents will be informed about upcoming assessment dates and will be provided with strategies to help their children succeed
3. Students will lead their own conferences where they describe to parents their goals, their challenges, and their struggles
4. Parents will review samples of performance tasks in order to better understand how to prepare their children for the tasks
5. Monthly PTA meetings and workshops
6. Provide parents with resources to assist with their child's academic performance via the weekly Parents are Partners Communication folders and the daily planner to communicate up to date information, announcements and progress of their child

Budget and resources alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

1. Sports and Arts after-school program helps build community, relationships, and confidence among the students
2. Local Girl Scouts supports students in developing their academic and emotional lives
3. Title I benefits provide students with free breakfast and lunch to ensure academic attentiveness and focus Title I benefits provide students with free breakfast and lunch to ensure academic attentiveness and focus
4. Title I, CFE, and TL funds contribute to the hiring of teachers to promote small class sizes and funds professional development

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will meet the city-wide instructional expectation of engaging in a math task that is embedded in a rigorous curriculum unit aligned to CCSS

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the Common Core Learning Standards, all students must complete a culminating performance task in math. Our teachers have attended professional development, and continue to receive professional development, around the creation of rigorous performance tasks. Because the CCSS were implemented this year, we felt it was vital to supply teachers with this training in order to provide our students with high quality performance tasks that challenge their thinking and increase their performance. Additionally, according to last year's progress report, 54% of our students are performing at Level 3 or 4 in math and the average student proficiency is 3.08. We want to see our average proficiency rating increase to at least 3.30 and have at least 70% of our students performing at Level 3 or 4. We feel that engaging students in high quality math tasks is one step towards attaining this goal.

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,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

1. Work with administration and teachers to identify students and analyze data for sub-groups
2. Improve the standards-based grading system and use the data to target instruction
3. Provide professional development on the effective development of outcomes based on standards
4. Facilitate professional development on the use of Acuity, teacher-created assessments and performance tasks, and embedding the CCSS into curriculum maps, unit plans, and final assessments
5. Ensure that baseline assessments are administered by October 1, 2011 and use assessment evidence to target specific students in need of Academic Intervention Services and to set student goals across all sub-groups
6. Include 100% of the teaching staff on an inquiry team
7. Work with schools teams on developing the inquiry process and refining performance tasks
8. Identify students who are in jeopardy of failing and not meeting standards and create intervention plans that are shared with families at the end of each marking period
9. Implement an afterschool program to support the lowest third of our students and those students in the city's lowest third
10. Provide professional development geared towards incorporating the Common Core State Standards
11. Hire an AUSSIE consultant to support staff in incorporating the Common Core State Standards and developing performance tasks

12. Use Department Leader Meetings to support teachers around the development of performance tasks and their alignment to CCSS, unit objectives, and year-long goals
13. Provide teachers with the opportunity to review, critique, and revise their own performance tasks as well as their colleagues' performance tasks
14. Implement Inquiry Exploration Week in which students will have the opportunity to explore a wide range of mathematical practices
15. Create a Mathletes afterschool program to promote a culture of mathematicians

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

1. Parents will be informed about upcoming assessment dates and will be provided with strategies to help their children succeed
2. Students will lead their own conferences where they describe to parents their goals, their challenges, and their struggles
3. Parents will review samples of performance tasks in order to better understand how to prepare their children for the tasks
4. Monthly PTA meetings and workshops
5. Provide parents with resources to assist with their child's academic performance via the weekly Parents are Partners Communication folders and the daily planner to communicate up to date information, announcements and progress of their child

Budget and resources alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

5. Sports and Arts after-school program helps build community, relationships, and confidence among the students
6. Local Girl Scouts supports students in developing their academic and emotional lives
7. Title I benefits provide students with free breakfast and lunch to ensure academic attentiveness and focus Title I benefits provide students with free breakfast and lunch to ensure academic attentiveness and focus
8. Title I, CFE, and TL funds contribute to the hiring of teachers to promote small class sizes and funds professional development

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Develop teachers' ability to cognitively engage students in learning so that 75% will be effective at critically engaging students by June 2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a professional learning community, we have identified teacher professional development as an integral component to improve instruction. Embedding high quality and on-going professional development for teachers around cognitive engagement will enable our students to meet New York State's academic standards.

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,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

1. Complete first round formal observations by October 31st
2. Complete professional development goal setting by November 15th
3. Conduct at least 6 mini observations and provide feedback aligned to the Danielson rubric
4. Conduct mid-year one-on-one staff conferences by February 15th to evaluate and readjust teacher goals
5. Develop professional development plan that includes advisory teams, grade teams, content area teams, inquiry teams, collaborative team teaching and study groups
6. Develop teacher leaders to support their teachers in implementation
7. Engage staff members in rounds of mini inter-visitations and provide their colleagues with feedback
8. Work with Principal, consultants, and staff to embed the literacy and numeracy needs in the cross disciplinary approach using the Common Core State Standards
9. Provide professional development onsite and offsite
10. Conduct classroom walkthroughs with administration and teaching staff
11. Work with school teams on developing lesson plans that actively engage students in learning
12. Work with Principal to design and implement differentiated PD plan
13. Empower teachers to lead professional development and support their colleagues
14. Work with Principal, teacher leaders, TC consultant, Educhange, and AUSSIE consultant and staff to facilitate study groups focused on teacher needs
15. Coach teachers using the Danielson continuum

16. View and analyze lesson and have teachers evaluate them using the Danielson continuum
17. Host weekly "Teach Like A Champion" meetings targeted at "developing" and "basic" teacher performance to improve along the Danielson rubric
18. Have teachers reflect on and self-assess their progress using the Danielson continuum and plan next steps

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

1. Monthly PTA meetings and workshops
2. Provide parents with resources to assist with their child's academic performance via the weekly Parents are Partners Communication folders and the daily planner to communicate up to date information, announcements and progress of their child

Budget and resources alignment

- Indicate your school's Title I status: ☒School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

1. Sports and Arts afterschool program supplement day instruction. This program includes instructional staff as tutors to further engage students in learning.
2. Local girl scouts supports students in developing academic and emotional lives.
3. Title I monies provide additional academic support and learning opportunities to assist student sub-groups in meeting state standards in core academic subjects. Title I benefits provide students with free breakfast and lunch to ensure academic attentiveness and focus
4. Title I, CFE, and TL funds contribute to the hiring of teachers to promote small class sizes and professional development

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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,
  b) key personnel and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: ☐School Wide Program (SWP) ☐Targeted Assistance Program(TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	• Reading and writing interventions according to Teachers College Reading and Writing Program, and general support on class work and homework based on in-class performance and assessment data. • Students identified based on Spring 2012 Math and ELA scores are assigned to support services. Teachers provide interventions from the Curriculum Associates Strategy Specific Reading and Math intervention materials. (6th-8th grades)	• Tutoring • Small group	• After school • One period per week (in school)
Mathematics	• Computation and problem-solving interventions according	• Tutoring • Small group	• After school • One period per week (in school)

	to Teachers College Reading and Writing Program, and general support on class work and homework based on in-class performance and assessment data. • Students identified based on Spring 2012 Math and ELA scores are assigned to support services. Teachers provide interventions from the Curriculum Associates Strategy Specific Reading and Math intervention materials. (6th-8th grades)		
Science	• Teachers use various strategies focusing on content-specific vocabulary.	• Small group instruction • tutoring	• in class • after school
Social Studies	• Teachers use skill gap analysis and content-specific rubrics for writing and document analysis.	• Small group instruction • tutoring	• in class • after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	• Counselor provides academic advising and counseling for students who are	• Small group sessions • One-on-one conferencing	• During the school day • During the school day, as needed

	identified by their teachers as being promotion in doubt.		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Comprehensive 5 stage recruitment and interview process including support from The New Teacher Project for screening candidates, norming a team of staff members to participate in the hiring process and ensure buy-in, level 1 interview with rubric and criteria for moving onto level 2, group activity to observe how the candidates analyze date and interact with colleagues, 7-minute speed demo with students in which we observe the candidate's ability to create an objective and meet it, a follow-up formal individual interview with up to 4 members of the hiring team with a normed rubric and criteria, and reference checks.

Retention is promoted through leadership opportunities, which include grade-level and department team leaders, accreditation committee members, and data specialists. Assignments are done based on student need and teacher expertise and preference. Teachers are supported through internal mentoring and buddies, new teacher meetings and professional development, AUSSIE and staff developers from Teachers College, whole-staff retreat, scheduling them for classes where they can learn from more experienced teachers, intervisitations, and goal setting, encourage and facilitate attendance at off-site professional development.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- 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;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- 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) and Title I Parent Committee;
- 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 will 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., Title I Parent Committees, 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 New Visions	District 14	Borough Brooklyn	School Number 614
School Name The Young Women's Leadership School Brkl			

B. Language Allocation Policy Team Composition ⓘ

Principal Talana Bradley	Assistant Principal
Coach Martin Wilson, AUSSIE (math)	Coach Chantal Francoie, TC Staff Dev
ESL Teacher Jodi Cohen	Guidance Counselor Sandra Remy
Teacher/Subject Area Josephine Ramage / ELA	Parent Kymberlea Durant
Teacher/Subject Area Cristina Jacobs / SpEd	Parent Coordinator Marta Ramirez
Related Service Provider	Other Michelle Ortiz / SS, ESL
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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	21
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	253	Total Number of ELLs	8	ELLs as share of total student population (%)	3.16%

Part II: ELL Identification Process

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

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

ELL identification process: The HLIS is administered including the informal oral interview in English and in the native language. The LAB-R will be used if students are entering the New York City school system for the first time within the first 10 days of attendance. As of the school year 2011-12, there has been one ELL who has entered the system as a newcomer.

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

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

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

If it is determined that LOTE is spoken at home, the student will take the LAB-R, to be administered by the ESL teacher. If she is absent, this assessment will be administered by the guidance counselor. Students who speak Spanish at home and score lower than proficient will take the Spanish LAB-R to assess literacy in native language. If the student scores below proficiency on this test, an entitlement letter and program options will be sent to the student's home via her take home/parental folder. A phone call to the home by a Spanish-speaker will also be made to advise them of their daughter bringing home this form. Return of the form will occur in the same manner, through the student's "Golden Ticket" take home / parental folder. Again, a phone call will be made to ensure its return.

Based on outcomes of assessments and parent choice, students will be placed in selected program within ten days of enrollment.At this time, no notification letters have been sent home, since we have not enrolled any new arrivals. If we do, the letters will be in the parents' native language.All documents are stored with the ESL teacher, in a locked storage cabinet. The procedures followed to place identified ELL students in bilingual or ESL instructional programs includes analysis of standardized assessments as well as consultation with parents in their native language should such a situation ever arise.

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

Part III: ELL Demographics

A. ELL Programs

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**To t #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Self-Contained														**0**
Push-In							2	5	1					**8**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**5**	**1**	**0**	**0**	**0**	**0**	**8**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	**Newcomers (ELLs receiving service 0-3 years)**	3	**Special Education**	2

Number of ELLs by Subgroups					
SIFE	1	**ELLs receiving service 4-6 years**	2	**Long-Term (completed 6 years)**	3

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
Dual Language	0	0		0			0			0
ESL	3	1	0	2	0	1	3	0	1	8
Total	**3**	**1**	**0**	**2**	**0**	**1**	**3**	**0**	**1**	8
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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							2	4	1					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Other													4	4
TOTAL	0	0	0	0	0	0	2	5	1	0	0	0	4	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?

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

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

3. All content areas are delivered in English, and all classrooms have Spanish and Arabic language support resources (e.g., bilingual dictionaries, native language classroom libraries, technology in native language, and, when applicable, peer collaboration) in ELA, math and science. ESL strategies are employed by all teachers to make the content comprehensible to ELLs at all levels.

A. Programming and Scheduling Information

4. We ensure that ELLs are appropriately evaluated in their native languages by using standardized assessments that have already been vetted (e.g., LAB) and having assessments reviewed by pedagogues whose native language is Spanish or Arabic.

5. Differentiation for our ELL students occurs, first and foremost, by having the teacher provide intensive one-on-one or small group instruction, either in the general classroom setting or in the ESL classroom. The group size ranges from two to five students. Scaffolding for these students occurs in a variety of ways. First and, perhaps foremost, the students struggle with large gaps in academic vocabulary (CALP), so vocabulary is a paramount focus for teachers when scaffolding for ELLs.

Teachers use the data from ELA State Assessments and periodic TCRWP reading and writing assessments to improve their scaffolding and differentiation efforts. This means greater use of visuals, differentiated texts or tasks, and providing continued opportunities for employing the four modalities of language: listening, speaking, reading and writing.

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

a. We have one enrolled SIFE student. She receives intensive instruction in a one-to-one or a two-to-one setting at least 180 minutes a week in a pull-out setting. In addition, she attends an after-school class until 5:30 pm four days a week, wherein she receives further tutoring for her content area and ESL classes.

6. Content area teachers are receiving individualized professional development in scaffolding academic vocabulary for sheltered instruction from staff developers Martin Wilson of Aussie and Chantal Francois from Teachers College, Columbia University . Concept mapping, graphic organizer use, learning stations and active engagement are areas in which teachers are receiving support to improve instruction for ELLs and SWDs.

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

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

In order to prepare them for the ELA State Exams, newcomers receive rigorous instruction in preparing for these tests, beginning in February. They are taught reading and writing strategies that will strengthen the types of skills they will need specifically for this test in May.

c. ELLs receiving services for 4-6 years will continue to learn, practice and master reading comprehension techniques, pursue higher level academic vocabulary acquisition, and conventions of standard English, with a focus on grammar, advanced punctuation and spelling. These areas of study will be taught using focused, explicit instruction that employs the use of multiple intelligence theory, allowing for a variety of inroads into student cognition. Cognitive prowess will be advanced by employing spiraling into higher order questioning on Bloom's Taxonomy. Students will continue to participate in collaborative, small group, task-oriented situations that guide the production of language both in verbal and written form.

d. ELLs receiving services for over 6 years will continue to learn, practice and master reading comprehension techniques, pursue higher

A. Programming and Scheduling Information

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

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

These ELLs may be enrolled in TYWLS "Accelerated Literacy" class, which is a class designated to support and improve the literacy of our most at-risk students. They also have a Special Education teacher present in every class to differentiate instruction so that content is more accessible and the knowledge can be acquired and, hopefully, mastered.

7. TYWLS of Brooklyn does not have any self-contained Special Education classes. Students are placed in the least restrictive environment possible where they can continue to be successful. We have two ELL-SWDs, and they are enrolled in ICT settings, wherein there is a Sp.Ed. teacher present in the room to support them.

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

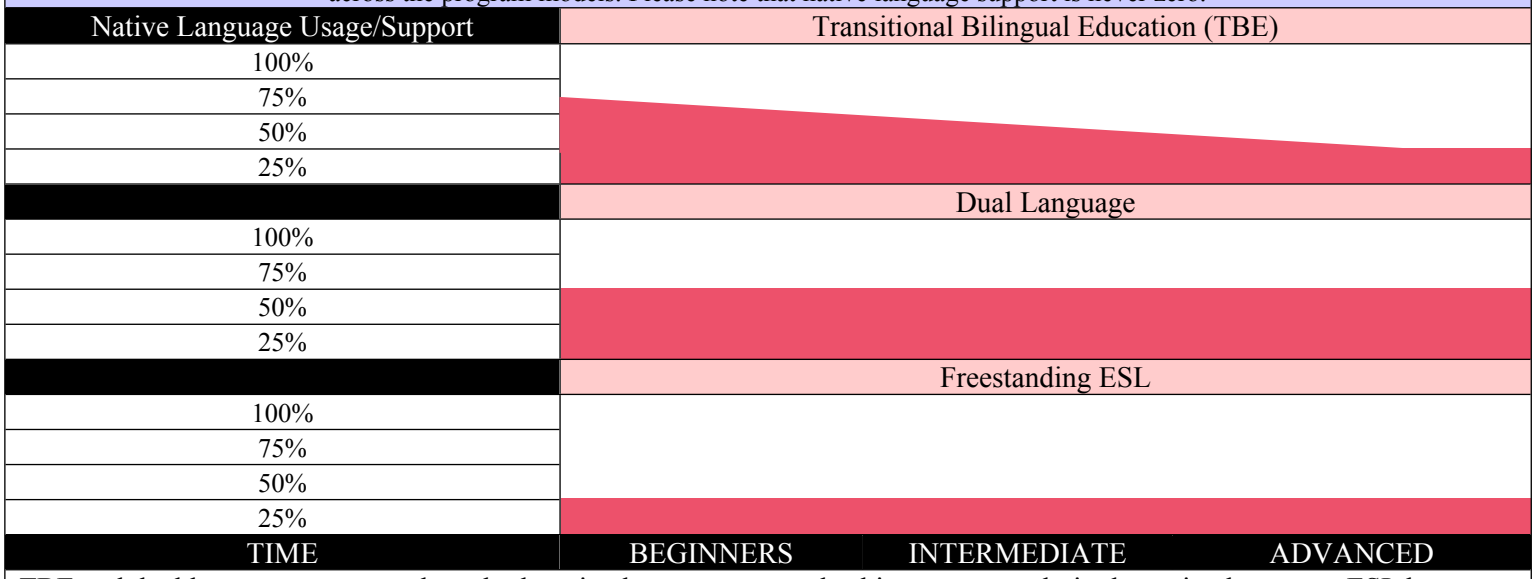
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Not Applicable			
Social Studies:	NA			
Math:	NA			
Science:	NA			

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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. TARGETED INTERVENTION PROGRAMS: We use Catching Up on Conventions (grammar), Words their Way (phonics, vocabulary and spelling), and an Accelerated Literacy class for most at-risk/low literacy ELLs and other students. ELLs attend an after-school ESL class to support their language acquisition. All targeted intervention programs are offered in English with native language supports/materials available. Due to the small size of our ELL population (3.16%), all ELL subgroups are targeted.

9. Our plan for 2 years of continuing transitional support includes providing push-in academic intervention services in the classes where former ELLs are most at risk and mandatory attendance at an ESL after-school class. The ESL teacher maintains regular contact with those students, their parents, and their content area teachers to monitor their progress.

10. New programs that have been instituted to help ELLs and the general population include a Model U.N. team, a Step Up team, a Debate Club, and arranged internships for 9th graders.

11. No programs/services for ELLs will be discontinued.

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

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

13. Instructional teaching materials used by the ELLs at TYWLS includes materials designed for both native speaker and learners of English as a Second Language. They include a wide range of print, visual, audio and digital resources designed for increasing English language proficiency.

Content area instruction for ELLs is provided through a push-in / pull-out model. In those classes, instructional materials utilized by ELLs include dictionaries, thesauruses, internet websites, novels, non-fiction literature, maps, memoirs, video, and content modeled by teachers.

Their ELA class is presented through the highly scaffolded use of the TCRWP and supported by mentors from that program. They are leveled as readers and receive appropriate books and reading materials. Teachers present the content with an understanding of ELLs needs, with particular attention to vocabulary acquisition and explicit grammar instruction.

14. Spanish and Arabic language supports are present in the classroom through the use of bilingual dictionaries, native language classroom libraries, technology enrichment in the native language and, when necessary, through collaborative learning among non-ELL Spanish speaking students. Collaborative language learning does not occur in Arabic at this time, since only one ELL speaks Arabic.

15. Required services support and resources correspond to ELLs' ages and grade levels.

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

17. Language electives are limited to 9th grade Latin classes at TYWLS.

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.

1. Content area teachers, the guidance counselor, and the parent coordinator are receiving individualized professional development in scaffolding academic vocabulary for sheltered instruction from ESL pedagogue Jodi Cohen, and staff developers Martin Wilson of Aussie and Chantal Francois of TCRWP. Concept mapping, graphic organizer use, learning stations and active engagement are areas in which teachers are receiving support to improve instruction for ELLs.

2. To support staff in assisting ELLs as they transition to new levels, the ESL teachers conference with staff both individually and in whole staff meetings to advise them on stategies to assist students in higher level work. Topics include importance of four language modalities, need for explicit instruction and use of multiple intelligences to heighten language acquisition all geared toward deepening ELLs knowledge at higher levels of understanding.

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

The 7.5 hours occurs during weekly whole staff Inquiry Team meetings held each Friday from 1:15 to 2:40 pm.

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

Teachers' professional development for supporting ELLs also focuses on balanced literacy, the workshop model, aligning the curriculum to the Common Core Standards, and academic rigor in a thinking curriculum. Teachers receive staff development on how to assess and monitor student progress. Teachers will develop techniques and strategies for collecting and analyzing student data and using this information to differentiate instruction.

Teachers, the guidance counselor, and the parent coordinator will receive professional development on specific scaffolding techniques that enhance the performance of ELL students both in ESL and in subject classes.

The Certified ESL teachers will attend professional development sessions with content area teachers so that they may support each other and build relationships in order to support ELLs.

All meeting records are maintained by an attending teacher-secretary and are stored in the ESL classroom.

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. Parent have opportunities for involvement including PTA Meetings, Orientation, Opening Day Ceremony, Assemblies, Student-Led Conferences, school trips and Open School Night. They are also encouraged to attend Literacy Workshops conducted by the ESL teacher throughout the year.

2. Our school is partnered with Sports and Arts in Schools Foundation which provides family workshops and a variety of services to ELL parents. Involvement of ELL parents is low due to work and family responsibilities.

3. Needs of parents are assessed by ESL teacher through student input and phone conversations and meetings. The guidance counselor assesses needs through student input in counseling sessions.

4. Parental involvement activities address the needs of parents by making them feel like a part of their daughter's school community and by teaching them ways to support their child's (and their own) literacy.

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)							1	2						3
Intermediate(I)							1		1					2
Advanced (A)								3						3
Total	0	0	0	0	0	0	2	5	1	0	0	0	0	8

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B							1	2					
	I													
	A								3					
	P							1		1				
Reading/ Writing	B							1	2					
	I									1				
	A							1	2					

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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								5

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

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

1. Our ELLs are assessed four times a year on TCRWP. Their reading is assessed on a bimonthly basis on Fountas and Pinnell.

These assessements reveal that all of our ELLs are below grade level benchmarks in literacy. Acceleration is targeted through pull out small group instruction, enrichment, Saturday Academy and after school tutoring.

2. Data patterns reveal that most students advance in listening/speaking ahead of reading/writing.

3. Listening/speaking skills should be leveraged to accelerate reading and writing through use of workshop model elements such as read alouds and share out of student writing in the ESL classroom.

4. ELLs' patterns are the same across all grades. They are more proficient in S/L than in R/W. They do now take tests in the native langugaes. Native language is used to support grammatical/convention use and vocabulary acquisition.

School Leadership and teachers are using the results of ELL Periodic Assessments in order to put them into appropriate classes, such as Accelerated Literacy and rooms with Collaborative Team Teachers; to provide appropriate materials and resources; and to place coaches/professional developers into their classrooms. We also develop our in-school professional development topics based on the data they reveal.

5. N/A

6. We evaluate the success of our ELL program first and foremost based on the data. An analysis of the 2010 NYSESLAT results revealed that 42.85% of TYWLS of Brooklyn students achieved proficiency. This is substantially higher than the NYC pass rate for the NYSESLAT. In addition, most students showed improvement in all modalities. The ELA state test scores either held steady or went up from the 2009 test administration.

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: TYWLS, Brooklyn		School DBN: 14K614	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Talana Bradley	Principal		10/31/11
	Assistant Principal		1/1/01
Marta Ramirez	Parent Coordinator		10/31/11
Jodi Cohen	ESL Teacher		10/31/11
	Parent		1/1/01
Michelle Ortiz	Teacher/Subject Area		10/31/11
Cristina Jacobs	Teacher/Subject Area		10/31/11
Emily Creveling	Coach		10/31/11
	Coach		1/1/01
Sandra Remy	Guidance Counselor		10/31/11
Derek Smith	Network Leader		10/31/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 14K614 **School Name:** The Young Women's Leadership School

Cluster: New Visions **Network:** Manhattan-Queens (CFN 561)

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.

In addition to our 10 identfiied English Language Learners, we have a number of students whose families prefer communication in a language other than English, namely Spanish and one Arabic. When students enroll at TYWLS or at the beginning of each year, the primary parent/guardian fills out a "blue card." On the form there are questions that ask, preferred written language and preferred spoken language for the parent/guardian. This enables our school community to know what language these parent would prefer us to use. Our regular calls to all families, starting with the first of the year, ensure that we have an accurate list of what languages familiy members prefer.

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.

Our findings are as follows: 1) That many of our families benefit from translation of written materials used for communication; 2) Families who prefer another language benefit from a staff member providing translation and translated versions of printed materials during monthly PTA meetings, all workshops, orientation sessions, family conferences and special events such as Student-Led Conferences and school celebrations. These findings have been announced to our school families during PTA and SLT meetings and included in our Student/Family Handbook.

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.

Our Parent Coordinator is fully billingual in Spanish. While a number of our billingual staff takes on the responsibility of translating document, our Parent Coordinator is always available to proofread and edit written translations. Individuals who need something translated are in communication with our translators to make sure they are giving them sufficient time to translate the work. For other languages we avail ourselves of the DOE support systems, or the families preferred method of translation, which usually consists of using one of theiri family members who is billingual. To translate in Arabic, we use the NYC DOE phone and written services.

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.

Whenever a parent or caregiver meets with school staff to discuss student progress (including IEP meetings), our Parent Coodinator or otherwise able translator is provided. When necessary - if a parent/caregiver requires translation for a specfic dialect one of our staff members cannot provide, we make use of the Department of Education Translation Services, including phone conference calls and in-person translators when necessary. Of our families who do not speak English, most of them speak Spanish or Arabic. With Arabic and other languages, our families have typically opted to bring someone who speaks both English and their home language as a translator

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.

While The Young Women's Leadership School of Brooklyn does not qualify for article D of section VII, our school does notify families of their entitlement to translation services in all of the covered languages. Our Parent coordinator, who is bilingual (English and Spanish) has attended numerous trainings but has not yet attended one targeting translation.