



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

## **2012-2013 Comprehensive Educational Plan (CEP)**

**School Name:** The Young Women's Leadership School

DBN

(district/borough/number i.e. 01M000):

04M610

**Principal:** Dr. Althea Bradshaw-Tyson

**Email:** [atyson@schools.nyc.gov](mailto:atyson@schools.nyc.gov)

**Superintendent:** Anthony Lodico

07-09-2013

## 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:**

- 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\*.
- 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.
- Add rows as needed to ensure that all SLT members are listed.
- 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
Dr. Althea Bradshaw-Tyson	*Principal or Designee	
Keturah Kendrick	*UFT Chapter Leader or Designee	
Xiomara Rodriguez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carol Bryan-Gordon	Member/	
Aston Francis	Member/	
Kioka Jackson	Member/	
Shawn Paul	Member/	
Christine Ferrara	Member/	
Colleen McGeehan	Member/	
Felice Piggott	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 complete at least two literacy tasks, a written opinion or argument based on an analysis of informational text in ELA, History and Science aligned with the Common Core Curriculum Standards (CCLS) and two Math Performance tasks aligned with the CCLS.

**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 middle school and high school curricula shifts from the standards-based NYS / NYC DOE Curriculum established in 2003 to the new Common Core Learning Standards recently mandated by the State, the following issues must be monitored and addressed:
  - Course content must be revised so that it aligns with each new curriculum map released by the NYC DOE.
  - The format and content of each new NYS assessment must be closely monitored for changes.
  - Teachers need to become familiar with the Common Core Process Standards and begin to revise their lessons and to incorporate the kind of depth and rigor defined by the CCLS.
  - Pacing of the curricula should align with NYS / NYC DOE expectations in order to facilitate transition to the new PARCC assessment system.
  - An efficient, systematic method of disseminating information about the CCLS and how it is to be implemented must be established in order to help teachers stay current with their understanding of what is expected of them.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups,
  - key personnel and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.

The city and state have done the research previously. To insure that the school achieves this goal, we will continue to make it a priority to encourage teachers to attend various workshops/conferences/information sessions and return to school and turnkey this to their colleagues as a school or by department/grade so that all students will benefit.

Upon attending a workshop, a teacher/administrator is scheduled to present and share all that they learned to the rest of the staff via a workshop or meeting and sometimes by grade or department. Once information is presented/shared, all teachers will be expected to implement the new skills and strategies into their lessons.

This year, we are continuing with teacher groups to attend workshops and return and train the rest of the staff. They are in charge of organizing the in-school training of their colleagues and the administrators.

We have the following:

- ✓ A group responsible for training teachers how to incorporate new aspects of the Core Curriculum Learning Standards (CCLS) into everyday lessons

- ✓ A group leading the discussion on the Depth of Knowledge (DOK)
- ✓ Another group working on taking the DOK coupled with the CCLS and making lessons more rigorous.
- ✓ All teachers are included in decision making in the use of academic assessments and their value/effectiveness with students. Teachers meet by both grade and department to discuss what works well with their students and to share their best practices frequently used to help students be successful. Teachers meet every Friday by department or grade, both of which have a Chair and Leader respectively.

Teachers and administrators will also share various “tuning” protocols designed to help small groups systematically examine student work, a particular lesson, or a CCLS-aligned performance task and bring a level of constructive criticality to bear in order to help maximize effectiveness. The staff will practice using these protocols during semi-weekly meetings and report their findings.

Quarterly Acuity benchmark assessments will be used to assess student progress and identify content areas that must be revisited.

The timeline for implementation is through January with review and repetition beginning in February.

#### **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.
- ✓ 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;
- ✓ 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;
- ✓ 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;

**Budget and resources alignment**

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

✓ We are School Wide Program (SWP)

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

	Tax Levy	X	Title I		Title IIA		Title III		Grants	X	Other
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If other is selected describe here:

- ✓ Teachers will work on planning lessons incorporating the goal above during their grade and department meetings once per month.

**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).

Federal and State funds will be used to purchase required materials and resources that students and teachers will need to achieve this goal. Every student will have all the requirements needed to help them be successful

We will insure that all English / Science / History / Art / Music teachers plan together by grade so that students are being taught the same skills in every class and in the extended program. Title one funds will be used to promote Professional Development (PD) for teachers so they can become more versed in insuring that they are trained on what the state requires that students achieve. Title 1 funds will also be used to provide coverage for teachers when they attend PD. Title III funds will be scheduled to pay a teacher to provided extra services to ELLS and to participate in training.

## **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.
  
- ✓ **To provide more time for teachers to participate in professional development inside and outside of the school.**

### **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.
  
- ✓ Teachers need to be trained in the new CCLS as identified by both NYS and the NYCDOE. With the CCLS being new, it is imperative that teachers participate in workshops and conferences and then share the information in school with their colleagues, so that all teachers are able to plan appropriate and rigorous lessons for their students. In so doing all our students will continue to be prepared to meet and surpass the highest standards set by the state.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups,
  - key personnel and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.

- ✓ The city and state have done the research previously. To insure that the school achieves this goal, we will make it a priority that delegated teachers attend various workshops/conferences/information sessions and return to school and turnkey this to their colleagues as a school or by department/grade so that all students will benefit.

Upon attending a workshop, a teacher/administrator is scheduled to present and share all that they learned to the rest of the staff via a workshop or meeting and sometimes by grade or department. Once information is presented/shared, all teachers will be expected to implement the new skills and strategies into their lessons.

This year, we have formed teacher groups to attend workshops and return and train the rest of the staff. They are in charge of organizing the in-school training of their colleagues and the administrators. We have the following:

- A group responsible for training teachers how to incorporate Core Curriculum Learning Standards (CCLS) into everyday lessons
- A group leading the discussion on the Depth of Knowledge (DOK)
- Another group working on taking the DOK coupled with the CCLS and making lessons more rigorous.

All teachers are included in decision making in the use of academic assessments and their value/effectiveness with students. Teachers meet by both grade and department to discuss what works well with their students and to share their best practices frequently used to help students be successful. Teachers meet every Friday by department or grade, both of which have a Chair and Leader respectively.

The timeline for implementation is through January with continued workshops throughout the rest of the year.

#### **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.
- ✓ 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
- ✓ 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
- ✓ Using academic learning time efficiently
- ✓ 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

**Budget and resources alignment**

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

- ✓ School Wide Program (SWP)

- 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
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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).

Federal and State funds will be used to purchase required materials and resources that students and teachers will need to achieve this goal. Every student will have all the requirements needed to help them be successful

**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.

- ✓ **To increase the number of students earning a 75 or above on Regents exams**

**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 school, we decided that we would like to raise our expectations of students and provide even more rigorous work. It was decided jointly by both teacher and students that we should work with students to improve the level of passing students achieve on their Regents. With City University of NY now expecting students to achieve at least one grade of 80 in one of their math Regents, we decided that we wanted the majority of students to achieve an 75 or above in each Regents exam where possible.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups,
  - key personnel and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.

Research shows that when students are expected to do more, many students live up to the expectation. Therefore, while raising the bar yet again, we will get more students to do better on the Regents.

Teachers will focus the extended day tutoring a specific group of students each marking period. Teachers will be expected to monitor attendance of each student in their small group of 5-8 students and to call home when students are absent. Working continuously with a small group in the MS last year, showed that these students did much better overall in all their classes as opposed to the previous structure in the high school where students went to three different teachers during the week for tutoring. Working the extended day is a contractual requirement for teachers so extra funds are unnecessary except for materials if required.

This change was actually suggested by a group of HS teachers who found that the MS students performed much better all year and actually made it to tutoring more mornings because they were expected to participated in their assigned groups.

Timeline for this implementation is the first week of school.

**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.

- ✓ 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
  
- ✓ Using academic learning time efficiently
- ✓ Implementing a curriculum aligned to the Common Core State Learning Standards
  
- ✓ Offering high quality instruction in all content areas
- ✓ Expect students to attend school regularly and arrive on time
- ✓ Expect students to complete homework and submit all assignments on time

**Budget and resources alignment**

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

- ✓ School Wide Program (SWP)

- 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	X	Other
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If other is selected describe here:

- ✓ Teachers giving freely of their own time.

**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).

Funds from Title 1 and Tax Levy will be used for materials and other resources for students. The part time ELL teacher will be given per session from these funds.

Breakfast will be available for students early so they are not hungry or missing a meal by arriving to school earlier.

### **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.

✓ **To enhance students' writing skills and in-depth analysis via the Paideia Seminar Model**

#### **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.

- ✓ Our MS Progress Report Card
- ✓ The need to encourage more student led conversations in class
- ✓ Building listening and speaking skills as per the Common Core
- ✓ Building on the ideas of others while analyzing a piece of text
- ✓ Using textual evidence to support ideas as encouraged by the Common Core
- ✓ Developing thinking and analytical skills
- ✓ The need for students to develop thoughtful focused writing of varying lengths

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups,
  - key personnel and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.

- ✓ All students are given the opportunity to participate as much as they would like
- ✓ Student writing and speaking are improved and aided by thoughtful dialogue around a particular topic. The preparation for this is divided into three sections: Didactic, Coaching, and Seminar Discussion. The Didactic period is appropriate background knowledge students will need to address the topic. Coaching--the most time-consuming period--is developing the thinking/analytical skills needed to examine a text deeply.
- ✓ Primary skills built include using textual evidence to support ideas and synthesizing a number of varying ideas.
- ✓ Students build thoughtful discussion skills (listening, responding to questions, building on the ideas of others) while using the analytical skills from the Coaching period.
- ✓ The teacher, during the Seminar, is the facilitator, students construct their own knowledge through the discussion they craft.

- ✓ Students produce a piece of focused, thoughtful writing (of varying lengths) in response to the ideas and texts that were the center of the Seminar.
- ✓ Planning of the Seminar is orchestrated by the teacher who has had training on Socratic/Paideia workshops
- ✓ The lessons are all part of the teacher's curriculum
- ✓ Assessments of teacher are all done by: teacher; Paideia Specialist; administrators
- ✓ Timeline is from Summer to Spring of academic year 2012-2013

**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.
- ✓ Include this at our PTA and SLT meetings.
- ✓ Students sharing and discuss topics with parents
- ✓ Encourage students to share seminar feedback with parents
- ✓ Discuss at Parent Teacher Conferences

**Budget and resources alignment**

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

- ✓ School Wide Program (SWP)

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

X	Tax Levy		Title I		Title IIA		Title III		Grants	X	Other
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If other is selected describe here:

- ✓ We have a small grant from New Visions to help the teachers have planning/meeting times and to work with a Paideia Specialist.

**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).

- ✓ We will schedule teachers working on Paideia to have common planning and discussion times
- ✓ School will make accommodations for the Paideia Specialist to meet with the teachers using the program
- ✓ Teachers will meet during common planning times
- ✓ Time will be provided for all teachers to hear about the advantages of the Paideia discussions in classes
- ✓ Paideia Teachers will share activities at faculty conferences and encourage colleagues to visit their Paideia lessons
- ✓ We will provide substitution coverage so teachers can visit classrooms of teachers who are actively using this model.

### **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	Mandatory Extended Day small group tutoring before school	Before school structured small group tutoring	Before school structured small group tutoring
	Extra periods of Reading each week	Small class	
	One on one reading with seniors	Individual students meet with Reading Buddies one on one	Small class After school
Mathematics	Mandatory Extended	Before school structured	Before school

	<p>Day small group tutoring before school</p> <p>Extra periods of Math each week</p>	<p>small group tutoring</p> <p>Small class</p>	<p>structured small group tutoring</p> <p>Small class</p>
Science	<p>Mandatory Extended Day small group tutoring before school</p>	<p>Small group</p>	<p>Before and after school</p>
Social Studies	<p>Mandatory Extended Day small group tutoring before school</p>	<p>Small group</p>	<p>Before and after school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>GC: Guidance counselor provides counseling for at risk students such as bereavement, academic management, self-esteem building, conflict resolution, coping with peer pressure and anger management. Family and PPT conferences are conducted on a regular basis.</p>	<p>Counseling is provided one on one or small groups, depending on the nature of the service</p>	<p>In Guidance office Counseling sessions are conducted during the school day for at least one 45 minute period</p>

	SP: Works with students who have had several interventions to determine if they need further services	One on one meeting/testing	During the school day
	SW: Works with students whose performance is far below expectations.	One on one meetings	During the school day
	Conducts class observations	In class	During the school day
	Meets with parents of students in question when necessary	In office	During the school day

### **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.

#### **Recruitment:**

We work closely with a number of colleges that graduate teachers. This list includes colleges that partner with us for teacher observations and internships such as Teachers College/Columbia University, New York University, Smith College and Hunter College in collaboration with New Visions and the DOE for the Urban Teacher Resident (UTR) which is a paid one year internship. With these partnerships, we are able to mentor, support and eventually choose from one or more of the interns or their classmates to fill positions in our school.

We also look at the Open Market list through the DOE's portal and interview from among the highly qualified teachers who post their resumes on the website. We have at times advertised in the New York Times for vacancies that we could not fill.

**Retention:**

With regards to retention, teachers are appreciative of the support they receive from the administration and the culture of the school that encourages our students (all girls) to focus. Teachers are encouraged to continuously raise the bar of expectations for the girls, to be creative and innovative and to think outside the box. With these attributes, we are able to keep our retention rate very high and have found that teachers only leave when they need to move to another state or retire.

**Assignments:**

Teachers are assigned based on the vacancy and their qualifications. As a small school, many times a teacher in the high school may be the only one teaching his/her subject on the grade. Therefore if the teacher is Chemistry major, then we only have that one position. With the middle school, we have rotated teachers and in some instances a high school teacher may teach a middle school grade in their content area. Teachers ultimately have the opportunity to request a placement for the successive year and as determined by contract will have their choice at least once every two years.

**Professional Development:**

Providing professional development to our teachers regularly is a cornerstone of our success. We provide both in school, in NYC and regional and national professional development for our teachers. In some instances, this may require the teacher to write for a grant from one of our supporting networks. In others, the school is able to provide the teacher with the PD through our budget.

**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 in the following ways:
  - ✓ Having a Curriculum Evening in September to introduce parents to the curriculum for their daughters for the year with each teacher.
  - ✓ Each student will be texts, novels, handouts to take home and share with parents as expected assignments throughout the year.
  - ✓ Our Parent Coordinator will have parent workshops throughout the year to help parents understand ways to help their daughters and to be aware of their grades and assignments using TeacherEase, a web designed grade book.
  - ✓ Parents will have workshops in using ARIS to be updated on their daughters previous years' progress and know how to access information previously received on testing and attendance.
  - ✓ Parents will have training on developing an email address and communicating with their daughter's teachers via email.
- 
- ✓ Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress
    - This is done as follows:
      - High school participation in PTA meetings.
      - Sharing a wide range of information and materials with SLT.
      - Including the SLT/PTA on decision making or apprising them on why decisions were made.
      - Keeping parents updated with daily/monthly school activities through: calendars, email, autodial school messenger.
      - Schedule meetings with parents when their daughters are failing 2 or more subjects each Progress Report or Marking Period.
- 
- ✓ Providing assistance to parents in understanding City, State and Federal standards and assessments;
    - Through workshops, small group meetings, PTA, SLT.
- 
- ✓ Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
    - We have most back pack materials translated for Spanish speaking parents who make up 2/3 of the population
    - We encourage parents to come up to school and meet with the Parent Coordinator, Dean, Guidance Counselor, Assistant Principal, Principal or Teacher to get more information.

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;
  - The SLT members participated in planning the Title I program and writing the CEP
  - Parents were asked to participate in writing the 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;
  - With assistance from the SLT/PTA and Title I Parent Representative, decisions were made on how to use the Title I Parent involvement funds
  - Parents were asked to brainstorm ideas on how best to use the Title I funds would best help the majority of our parents.
- ✓ 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;
  - Our Parent Coordinator conducts ongoing parent workshops during the year with parents to assist with technology and update them on student progress.
  - The Guidance Counselor conducts a few workshops with parents on Parenting Skills and Working With Your Daughter to insure better grades.
  - The College Bound Counselor works with parents beginning in the summer before senior year and walks both parents and students through the college application process, and completing the FAFSA.
- ✓ 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;
  - The Guidance Counselor conducts a few workshops with parents on Parenting Skills and Working With Your Daughter to insure better grades.
  - Teachers run the Curriculum Night meeting with parents to expose and involve them in what their daughters will be expected to complete for the year.
- ✓ 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 1<sup>st</sup> 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***

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.

- **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
  - We have structured morning tutoring with targeted reading comprehension groups in the middle school and with two day intensive sessions for high school students
- ✓ Implementing a curriculum aligned to the Common Core State Learning Standards
  - All staff will participate in school wide Common Core workshops and teachers will work together in grade teams to create common core aligned units in the targeted ELA and math standards
  - Three staff members will attend year long intensive workshops and turnkey this information to staff at the school meetings
- ✓ Continuing to offer high quality instruction in all content areas

*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;
  - In order to meet the mandate that parents and students be notified by December of any Promotion in Doubt, a member of the administration met with any student who failed any class marking period 1 to discuss our concern for promotion in doubt and to make a plan for next steps for progress
- ✓ Arranging additional meetings at other flexible times,
  - We continue to make ourselves available whenever parents can meet. As part of our Promotion in Doubt conferences, we have administrators cover classes so subject teachers can meet with parents during the school day.
- ✓ Convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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
- ✓ 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
- ✓ Teachers are in frequent contact with parents via the email portion of our online grading program TeacherEase. We also send home regular updates via email announcements.
- ✓ We use the School Messenger to telephone parents about upcoming meetings and distribution of progress reports and parent conferences.
- ✓ The parent coordinator is available to assist teachers in calling parents who need Spanish translation.
- ✓ Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information
  - As noted above, TeacherEase facilitates much of our communication between home and school.

*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
- ✓ In addition to the parent coordinator and staff members, we utilize members of the National Honor Society to serve as volunteer translators at parent teacher conferences
- ✓ Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member
- ✓ Each time a parent comes to school for any reason, we review the ways in which they can be in touch (phone, email, use of the school computer and weekly or monthly check-ins with advisors)
- ✓ At every Promotion in Doubt conference, we reviewed the dates for the next progress report and parent conferences
- ✓ Planning activities for parents during the school year
  - In addition to two parent teacher conferences, we host curriculum night, 8<sup>th</sup> grade articulation and transcript review workshops.
  - In conjunction with the PTA, students frequently make presentations at the PTA meetings.

*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
- ✓ We encourage parents to come to our many student showcases: concerts, plays, art shows.
- ✓ Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities
- ✓ We have ongoing training for parents about how to activate and use their TeacherEase and ARIS Parent Link accounts.
- ✓ We schedule yearly transcript review workshops.
- ✓ Supporting parental involvement activities as requested by parents
- ✓ Together with the PTA we have co-hosted family bowling nights and potluck dinners
- ✓ 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

- **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;

- **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 <b>Christine Etienne</b>	District <b>4</b>	Borough <b>Manhattan</b>	School Number <b>610</b>
School Name <b>The Young Women's Leadership School EH</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Dr. Althea Tyson</b>	Assistant Principal <b>Andrew Higginbotham</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Margarita Leonard</b>	Guidance Counselor <b>Suroja Kirbaran</b>
Teacher/Subject Area <b>Sonia Fernandez</b>	Parent <b>Sonia Francis</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Vivian Hercules</b>
Related Service Provider <b>Marcia Borland</b>	Other <b>type here</b>
Network Leader <b>Derek Smith</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>450</b>	Total Number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>2.22%</b>
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## Part II: ELL Identification Process

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

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

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

When a student is enrolled in our school, who is new to the Department of Education, the ESL teacher, Margarita Leonard, meets with parents immediately to make an initial determination of the student's home language. The Home Language Identification Survey is administered followed by an informal interview with the parents in both English and Spanish to determine the home language of the student. If the parent speaks a language other than English or Spanish, the CFN is contacted in order to arrange a translation services in the required language. If it is determined that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery by the testing coordinator. Once the results of the LAB-R are available, the parent is informed in writing (in the home language) that their child is eligible for ELL services and provided with the Parent Survey and Program Selection Form. Parents are invited to discuss the ELL service options with the Guidance Counselor or ESL teacher. TYWLS of East Harlem offers a freestanding ESL program with English language services that are provided by an ESL teacher who uses push-in and pull-out services. Parents and families of ELLs would be able to ask questions, view the DVD contained in the ELL Parent Information Case, and learn more about the ELL services offered at TYWLS in their native language. The ESL teacher and the Parent Coordinator would also work together to ensure that the family of the newly enrolled student is satisfied with the available options at TYWLS of East Harlem, providing them with translated documents and materials as needed. Translation Services would be provided as needed throughout the entire ELL identification process. The Program Selection Form is returned to the parent coordinator, who informs the administration of the parent's choice of program. Each of these steps within this process is completed within 10 days of a student enrolling in the school.

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

Parents receive information from the certified ESL teacher regarding the ELL services offered at TYWLS of East Harlem at the school Open-House prior to enrolling their student in the school. Once enrolled, parents also have the option to receive more information during individual ELL parent-teacher conferences. Information is provided to them in both English as well as their native language, using the translation services offered by the DOE as needed. For the admittance of new arrivals, the certified ESL teacher would hold a separate ELL parent orientation where parents would receive information regarding the three program choices which include

Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language. After receiving information and asking questions, parents would receive the parent brochure and would be given the Parent Survey and Program Selection Form in order to indicate the program of their choice. If parents choose a program not currently offered at TYWLS of East Harlem, they will be provided with appropriate information regarding other schools that offer that program. All information will be distributed in English as well as parents' native language with the use of translation and interpretation services as needed. Each of these steps within the process is completed within 10 days of a student enrolling in the school.

The trend in program choices that parents have requested is a free standing ESL program. Parent Choice Letters are filed in the Main Office with other ELL information. TYWLS of East Harlem offers a freestanding ESL program which is aligned with parent requests. Outreach is made by email, telephone and letters to ELLs students' homes informing parents of the ELL services their daughter is receiving and to invite parents to contact the ESL teacher should they have any questions.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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#
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	7

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3						7		4	10
Total	3	0	0	0	0	0	7	0	4	10

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			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	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							3			2	2		2	9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>10</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

TYWLS of East Harlem has a free standing ESL program serving 10 ELL students in grades 6-12. The program is organized as a combination push-in and pull-out model. In the push-in model, the ESL teacher follows core curriculum of both ELA, Social Studies and Science content in order to provide ESL instruction and academic language support as needed. The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition techniques and vocabulary support. Pull-out classes are offered to ELL students and are grouped ungraded and heterogenously in one class that meets with the ESL teacher. Instruction is in English and focuses on vocabulary development, fluency and reading comprehension, as well as conventions of written English. Materials include vocabulary workbooks, various reading comprehension workbooks and content area materials from the students' non-ESL classes. All ELL students also have ELA instruction 245 minutes per week.

ELL students are placed into one or two heterogenous class sections, dependent upon grade level and number of ELLs per grade. This allows the ESL teacher to push-into ELA, Social Studies and/or Science classrooms that contain ELLs. The push-in model allows teachers to use collaborative teaching methods that encourage enriched and differentiated instruction. Students at TYWLS of East Harlem in all grades participate in various group activities and projects, including Literature Circles in ELA classrooms. Within these cooperative learning groups, ELL students are paired with students who have higher levels of English proficiency in order to develop both personal and academic communication skills (BICS and CALPS). Pull-out classes are arranged according to individual student needs and tend to target

## A. Programming and Scheduling Information

specific areas of language acquisition. Therefore, ELLs push-in classes are grouped heterogenously in terms of language proficiency, while pull-out classes tend to be more homogenous regarding English proficiency levels as documented in ATS.

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

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

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

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

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

### 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:

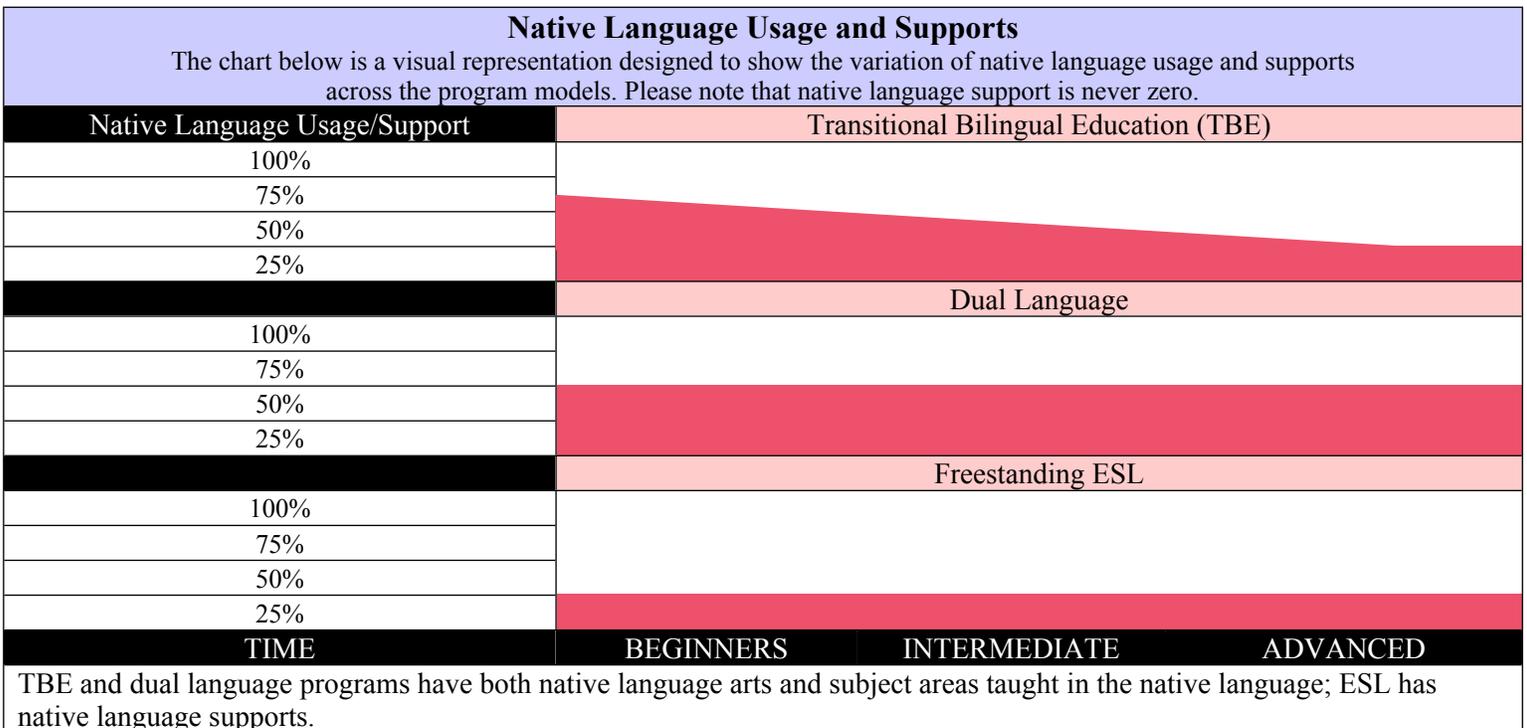
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	


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

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



**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?

The intervention services offered to ELL students in all content areas including ELA and Math at TYWLS of East Harlem include: Extended time, differentiated instruction, small group work, discovery process, rubrics, portfolios, student choice, professional development for teachers, morning and afterschool tutoring and more individualized attention in the classroom. Each of these interventions is offered in English in all content areas.

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

Next year, we plan to offer more push-in to classes to ensure students receive the support they need to be successful. Teachers from other content areas will participate in ELL related PDs provided by the DOE as well as ELL PD opportunities in-house.

No programs/services for ELLs will be discontinued.

ELLs are encouraged to become active participants in all aspects of the school community. They receive support from the ESL teacher as well as content area teachers and advisors on a daily basis. A number of after school activities are offered to all students such as Model UN, Young Science Achievers, Publishing Club, Engineering Club, Yoga and track as well as after school English tutoring offered by the ESL teacher. Furthermore, content area teachers are available after school hours to provide any additional support as needed.

ELL students receive instruction that incorporates QTEL activities and encourages collaborative language learning. Students read a variety of genres including non-fiction, general fiction, plays, myths, legends, poetry, newspapers and biographies as well as multicultural literature. In each room, we have mini-classroom libraries with various levels of reading material. All ELA and Advisory classes for all grade levels require that students actively participate as members in Reading Days, which not only increases ELL exposure to a mixture of genres, but also enhances ELLs' reading and writing skills. Furthermore, strong focus on the writing process helps to hone and strengthen students' writing in all content areas. ELL students are assigned Acuity work to identify areas in need of improvement and to help strengthen skills in all aspects of English language acquisition. All content teachers use materials such as glossaries, booklists, and instructional websites provided by the ESL teacher. The activities and strategies such as jigsaw reading, accountable talk, graphic organizers and concept mapping are utilized to support ELL students in their learning and differentiate instruction. A technology course is offered as an elective course and students are encouraged to do online research for school related projects and assignments. The ESL teacher uses websites to build vocabulary and to familiarize students with basic technology skills.

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

and materials. We try to ensure that the materials used by ELL students are age appropriate and theme based.

All students new to TYWLS of East Harlem participate in an orientation session prior to the beginning of school. 9<sup>th</sup> grade students also participate in a 3-day, 2-night overnight camping trip. During these activities, students and their families meet one another and begin to form relationships with other students, teachers and staff members.

All students in 9<sup>th</sup> -11<sup>th</sup> grades take Spanish five days per week. Our school only offers Spanish as a language elective to all students including ELLs. ELLs also have the option to take a Natives Spanish class, eventually taking advantage of the AP Spanish Literature class that the TYWLS of East Harlem offers for college credits.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

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

The ESL teacher attends DOE trainings for ESLL/ELL teachers and meets with ESL/ELL teachers at partner schools. The professional development activities planned for all content teachers, the parent coordinator and ESL teacher include ELL requirements and the needs of ELL students across the content areas. All staff members are involved in the planning and implementation of these sessions. Using data from the NYSESLAT, ELA state test results and classroom assessments, the main topic of our professional development this year is Literacy, specifically writing across the content areas. In part, ELL training for the whole staff is integrated into the work of inquiry teams who focus on ELL students as a subgroup in their analysis of student performance data and research and implementation of instructional strategies. Furthermore, instructional practices in literacy development for both ELL and non-ELL students is an ongoing topic of monthly best-practices workshops for the entire faculty.

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

As we are a 6-12 school, we aim to make the transition from middle to high school as automatic and seamless as possible for our students who wish to continue their education at TYWLS of East Harlem. Every year, we schedule information sessions for parents to discuss high school requirements, Regents and the college process. We also developed a number of workshops for the girls during advisory. Themes of advisory workshops include self-esteem, goal setting, friendships, social/soft skills and high school expectations.

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

## 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?

The parent coordinator is actively involved in meeting with parents of ELLs and having workshops with them. At PTA meetings, the parent coordinator is always present and provides translation for parents of ELLs. At parent teacher conferences, we have several members of staff available for translation services for all parents who need it, in particular, parents of ELLs. At one on one parent meetings, we always have staff available for translation services for all parents who need it in particular parents of ELLs. Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social and emotional welfare of all children. TYWLS of East Harlem supports parental involvement including parents of ELLs by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings and Curriculum Night. The DOE Translation and Interpretation unit is utilized as well as parent/school members who translate letters home to ensure parents/guardians are aware of school activities and important information/dates.

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

The school partners with the PTA, El Museo Del Barrio, New York Academy of Medicine and the Council Women's office. In order to evaluate the needs of parents, our parent coordinator has continued conversations with them. We work with all parents on a regular basis to help their daughter's progress in school each marking period. TYWLS of East Harlem assesses the efficacy of our parental involvement plan continuously by asking for feedback from the parents. We also use collected data to assess parent needs to ensure that all parents are provided with the information and workshops/training they need to be an integral part of in their daughter's education. Through this data we are also able to determine written translation and oral interpretation needs in the parent survey, home language identification survey, emergency blue card, ATS reports and advisory phone calls.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Integrated Algebra	3		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	2		1	
Physics				
Global History and Geography	1		1	
US History and Government	2		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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.

Inquiry Teams analyze the NYSESLAT scores/State test scores/classroom assessments/ACUITY results of each student. Using collected data Inquiry Teams discovered that ELL students scored lowest in reading comprehension and writing. As a result, extended time and the Inquiry Teams work focus on improving student writing and reading comprehension in all content areas.

We have more ELLs this year than in previous years and we look forward to using the available data to help us plan, set goals, and make informed decisions to help our ELL students in all grade and English proficiency levels further their acquisition of the English language.

Across grades, there is a pattern of students performing higher in the speaking/listening modality than the reading/writing modality (particularly in the sub-category of reading). Patterns discovered across NYSESLAT modalities will aide in the development of targeted strategies to help ELL students increase their acquisition of academic English and further their English language proficiency. Our ESL teacher is currently using the NYSESLAT data to pin-point areas of need for each ELL student. This will allow her to create homogenous pull-out groups where students can receive the additional instruction needed to further specific English language skills. It would also allow all content area teachers to be more informed as to their ELL students' needs so they too will be better equipped to help them acquire skills necessary for academic English.

ELL period assessments are used to drive instruction. We use the data to determine what reading and writing intervention is most effective with the ELL population, as well as how to best differentiate instruction in the general education classroom. The ESL teacher uses the data to determine in which of the four language skills each student needs further instruction. All curricula and lesson planning include the four language skills: speaking, listening, reading and writing. Therefore, those assessments will continue to help us determine targeted teaching.

### 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 - East Harlem****School DBN: 610**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Althea Tyson	Principal		10/26/11
Andrew Higginbotham	Assistant Principal		10/26/11
Vivian Hercules	Parent Coordinator		10/26/11
Margarita Leonard	ESL Teacher		10/26/11
Sonia Francis	Parent		10/26/11
Sonia Fernandez	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Suroja Kirbaran	Guidance Counselor		10/26/11
Derek Smith	Network Leader		1/1/01
Marcia Borland	Other <u>Special Education</u>		10/26/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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

DBN: 04M610 School Name: The Young Women's Leadership School

Cluster: 561 Network: New Visions

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

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

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

Data shows that approximately 65% of our students are from Spanish speaking backgrounds. On average, of these parents, 50% of them need language translations when we send home information and oral translations when they visit the school. Data includes the Home Language Survey each parent fills out upon registering their child. Upon visiting our school, these parents will also request a translator for meetings.

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.

There is indication from our parents who need translation services that they are more willing to visit the school if they know that someone will not only listen to them but that translation services are provided to that the essence of their contributions are understood and they fully understand what the school is trying to convey.

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

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

There are signs in the building for parents in different languages indicating that translation services are available for all parents and visitors. Translation of school letters or materials for parents are done in house. On staff are several staff members who are bilingual and who translated documents for parents. Translations of DOE letters are done immediately and all letters are sent home on printed papers with English on one side and Spanish on the other side. When we do School Messenger calls, messages are given in both English and Spanish. With general school emails to parents, we provided translation as well.

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.

Upon arrival to the main office, parents are greeted by the Parent Coordinator or School Secretary, both of whom are bilingual. If parents only need services from the office, these are provided by one of the above personnel. If further services are required, such as a meeting with teachers to discuss daughter's progress, then either the Dean who is bilingual or one of the above staff members will sit with the parent and the teachers. If all the above are not available, then one of two Spanish teachers will be asked to sit in on the meeting.

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>.

There are signs upon entering the building for parents in different languages indicating that translation services are available within the school. Every letter to parents from both within the school and from central office are translated for parents before being sent out. Before a meeting takes place in the building, if a translator is needed, one is provided.