



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 30Q286

PRINCIPAL: LAURA MITCHELL **EMAIL:** LMITCHE10@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Laura Mitchell	*Principal or Designee	
Jerry France	*UFT Chapter Leader or Designee	
Yaneth Nunez / Tricia Rown	*PA/PTA President or Designated Co-President	
Denise Cervello	DC 37 Representative, if applicable	
Amira Daoud Nickole Dias	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Shoshana Seid	Member/Teacher	
Maura Henry	Member/Teacher	
Rose Dauge	Member/Parent	
Mayra Rivera	Member/Parent	
Zahia Elamri	Member/Parent	
Tracy Morse	Member/Parent	

** 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.
 - **In grades 6-8 Humanities students will experience Common Core –aligned units of study.**
 - **Humanities Teachers (Grades 6-8) will design and implement two units of study which will provide points of access for all students and culminate in a performance task aligned to the Common Core.**

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.
 - **Meet the citywide instructional expectations 2012-2013: One of each teacher’s Common Core aligned units of study in 2012-2013 should focus on standards: Reading Informational Text Standards 1 & 10, Writing Standard 1, Speaking/Listening Standard 1, Language Standard 6.**
 - **These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners.**
 - **Develop a common understanding for students, parents and educators about what students should know and be able to do by the time they graduate high school that are aligned to college and career expectations. The Common Core State Standards include rigorous content and application of knowledge through high-order skills and are internationally benchmarked so that all students are prepared to succeed in the global economy.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - **All MS Humanities teachers will participate in at least two full-day supported planning days, working on curriculum revisions, including tasks, in order to align to Common Core.**
 - **Teachers will continue to work in teams (Grade/Department) to continue to develop Common Core alignment. This work will be supported by:**
 - **Internal inter-visitations,**
 - **Off-site visits,**
 - **Common planning time.**
 - **MS Humanities teachers will continue to participate in bi-weekly Department meetings to engage in:**
 - **A structured process of looking at student work (collaborative inquiry work),**
 - **Designing rigorous performance based tasks,**
 - **Supporting curriculum units aligned with the CC,**
 - **Analyzing student outcomes to inform next steps.**
 - **All MS Humanities teachers will continue to meet with Coaches one on one or in small groups on a weekly/ bi-weekly basis to continue to develop CC based units and performance based tasks within competencies using the Understanding By Design process.**
 - **Curriculum team will participate in a two-day workshop facilitated by Authentic Education around outcomes-based curriculum and task design.**
 - **Teachers will have additional opportunities to earn per session money for curriculum planning and task design.**

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.
 - **Ongoing parent workshops such as ARIS, iZone, JumpRope (grading system), Teacher Effectiveness, Common Core, Grade Level Curriculum, etc. needed to become informed and involved in the planning and decision making in support of the education of their children.**
 - **Provide materials and training to help parents work with their children to improve their achievement: literacy, math and technology.**
 - **Provide assistance to parents in understanding City, State and Federal standards.**
 - **Teachers facilitating Content and Common Core conversations during parent meetings (Parent Association, School Leadership, Curriculum Night, Student-Led Conferences)**
 - **Share information about school (CEP updates, iZone work, State Test information, Common Core, Quality Review, Progress Reports, Learning Environment Survey) and department of education citywide expectations in a format and in languages that parents can understand.**
 - **Provide professional development opportunities with staff and connect with the Translation and Interpretation unit to strengthen parent outreach and inform parents regarding school policies and goals, expectations for students, college process, special events, etc.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

CONCEPTUAL CONSOLIDATION OF FUNDING

- Title I
- Tax Levy

YWL Network

- Parent Workshops/Conferences
- Conferences (Registration, travel, food fees, etc.)
- Training Rate
- Coverages/Per Diem
- Per Session (Planning)
- 1 Part-Time Literacy Coach and 1 Part-Time Math Coach / Teacher Coaches
- Innovation Coach / Authentic Education Coach
- Materials and resources
- Bridges for Learning
- The Young Women's Leadership School Network

Leadership Academy (NSI Coach) (Contract for Excellence)

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).
 - **The Young Women's Leadership Network provides Common Core, Advisory, Teacher Effectiveness support through workshops, conference days, funding attendance at conferences and by creating teacher partnerships in the sister schools.**

- **Through iZone, Design Partner Big Picture and partners such as Authentic Education Teacher Effectiveness work is supported by ongoing coaching, workshops and creating partnerships (teachers and leadership) between iZone schools. iZone also assists with planning how to increase student choice/voice, develop outcomes grading systems and mastery tracking strategies to improve student achievement and increase parent involvement and further develop our Future State Design.**

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.
 - **In grades 6-8 Math students will experience Common Core –aligned units of study.**
 - **Math Teachers (Grades 6-8) will design and implement two units of study which will provide points of access for all students and culminate in a performance task aligned to the Common Core.**

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.
 - **Meet the citywide instructional expectations 2012-2013: To build upon the work done during 2011-2012 school year, one of each teacher’s Common Core-aligned units of study in 2012-2013 should focus on Mathematical Practices 3 and / or 4 and the selected domain of focus Grades 6-7-Ratios and Proportional Relationships / Grade 8-Expressions and Equations). The other unit should also focus on Mathematical Practices 3 and / or 4 as well as on other relevant Mathematical Practices and may enter on Standards in the same domain or on other major work of the grade.**
 - **These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners.**
 - **Develop a common understanding for students, parents and educators about what students should know and be able to do by the time they graduate high school that are aligned to college and career expectations. The Common Core State Standards include rigorous content and application of knowledge through high-order skills and are internationally benchmarked so that all students are prepared to succeed in the global economy.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **All MS Math teachers will participate in at least two full-day supported planning days, working on curriculum revisions, including tasks, in order to align to Common Core.**
- **Teachers will continue to work in teams (Grade/Department) to continue to develop Common Core alignment. This work will be supported by:**
 - **Internal inter-visitations,**
 - **Off-site visits,**
 - **Common planning time.**
- **MS Math teachers will continue to participate in bi-weekly Department meetings to engage in:**
 - **A structured process of looking at student work (collaborative inquiry work),**
 - **Designing rigorous performance based tasks,**
 - **Supporting curriculum units aligned with the CC,**
 - **Analyzing student outcomes to inform next steps.**
- **MS Math teachers will meet with Coaches one on one or in small groups on a weekly/ bi-weekly basis to continue to develop CC based units and performance based tasks within competencies using the Understanding By Design process.**

- Curriculum team will participate in a two-day workshop facilitated by Authentic Education around outcomes-based curriculum and task design.
- Teachers will have additional opportunities to earn per session money for curriculum planning and task design.

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.
 - Ongoing parent workshops such as ARIS, iZone, JumpRope (grading system), Teacher Effectiveness, Common Core, Grade Level Curriculum, etc. needed to become informed and involved in the planning and decision making in support of the education of their children.
 - Provide materials and training to help parents work with their children to improve their achievement: literacy, math and technology.
 - Provide assistance to parents in understanding City, State and Federal standards.
 - Teachers facilitating Content and Common Core conversations during parent meetings (Parent Association, School Leadership, Curriculum Night, Student-Led Conferences)
 - Share information about school (CEP updates, State Test information, iZone work, Common Core, Teacher Effectiveness, Quality Review, Progress Reports, Learning Environment Survey) and department of education citywide expectations in a format and in languages that parents can understand.
 - Provide professional development opportunities with staff and connect with the Translation and Interpretation unit to strengthen parent outreach and inform parents regarding school policies and goals, expectations for students, college process, special events, PPR, CEP, etc.

Budget and resources alignment

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

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

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

If other is selected describe here:

CONCEPTUAL CONSOLIDATION OF FUNDING

- Title I
- Tax Levy

YWL Network

- Parent Workshops/Conferences
- Conferences (Registration, travel, food fees, etc.)
- Training Rate
- Coverages/Per Diem
- Per Session (Planning)
- 1 Part-Time Literacy Coach and 1 Part-Time Math Coach / Teacher Coaches
- Innovation Coach / Authentic Education Coach
- Materials and resources
- Bridges for Learning
- The Young Women's Leadership School Network

Leadership Academy (NSI Coach) (Contract for Excellence)

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).
 - **The Young Women's Leadership Network provides Common Core, Advisory, Teacher Effectiveness support through workshops, conference days, funding attendance at conferences and by creating teacher partnerships in the sister schools.**
 - **Through iZone, Design Partner Big Picture and partners such as Authentic Education Teacher Effectiveness work is supported by ongoing coaching, workshops and creating partnerships (teachers and leadership) between iZone schools. iZone also assists with planning how to increase student choice/voice, develop outcomes grading systems and mastery tracking strategies to improve student achievement and increase parent involvement and further develop our Future State Design.**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - **Develop a shared understanding of instructional excellence.**
 - **Principal and Coaches will use a research-validated rubric (Danielson’s Framework for Teaching) that articulates what effective classroom teaching looks like to guide short, frequent cycles of classroom observation, timely, specific, evidence- based feedback and collaborative examination of student work.**

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.
 - **Meet the citywide expectations 2012-2013: Effective Feedback for All Teachers**
 - **Utilize a common lens for instruction and curriculum, set clear expectations, and provide evidence-based, applicable feedback from frequent classroom observations. Teachers will then know what effective teaching looks like, have a shared language to discuss what’s working and what needs to be improved, and know which actions to take to improve their practice.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Teacher leaders will participate in CFN-led training around the priority competencies to understand and norm.**
- **Teacher leaders will support other teachers toward growth in the competencies through critical friend/inter-visitation relationships (self-reflection and focused feedback using the Danielson rubric).**
- **The framework will be introduced to teachers as a high quality teaching tool one on one, in small groups, and during whole staff meetings.**
- **Opportunities to improve Teacher Effectiveness:**
 - **Bi-monthly Lunch and Learns,**
 - **Identify resources to support teacher understanding of the Danielson *Framework* including videos on ARIS Learn,**
 - **Formative observations and feedback using Danielson,**
 - **Conferences,**

Focused DOE/Network Professional Development/Coaching.

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.
 - **Ongoing parent workshops such as ARIS, iZone, JumpRope (grading system), Common Core, Grade Level Curriculum, etc. needed to become informed and involved in the planning and decision making in support of the education of their children.**
 - **Provide materials and training to help parents work with their children to improve their achievement: literacy, math and technology.**
 - **Provide assistance to parents in understanding City, State and Federal standards.**

- Teachers facilitating Content and Common Core conversations during parent meetings (Parent Association, School Leadership, Curriculum Night, Student-Led Conferences)
- Share information about school (CEP updates, iZone work, State Test information, Common Core, Quality Review, Progress Reports, Learning Environment Survey) and department of education citywide expectations in a format and in languages that parents can understand.
- Provide professional development opportunities with staff and connect with the Translation and Interpretation unit to strengthen parent outreach and inform parents regarding school policies and goals, expectations for students, college process, special events, etc.

Budget and resources alignment

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

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

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

If other is selected describe here:

CONCEPTUAL CONSOLIDATION OF FUNDING

- Title I
- Tax Levy

YWL Network

- Parent Workshops/Conferences
- Conferences (Registration, travel, food fees, etc.)
- Training Rate
- Coverages/Per Diem
- Per Session (Planning)
- 1 Part-Time Literacy Coach and 1 Part-Time Math Coach / Teacher Coaches
- Innovation Coach / Authentic Education Coach
- Materials and resources
- Bridges for Learning
- The Young Women's Leadership School Network

Leadership Academy (NSI Coach) (Contract for Excellence)

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).
 - The Young Women's Leadership Network provides Common Core, Advisory, Teacher Effectiveness support through workshops, conference days, funding attendance at conferences and by creating teacher partnerships in the sister schools.
 - Through iZone, Design Partner Big Picture and partners such as Authentic Education Teacher Effectiveness work is supported by ongoing coaching, workshops and creating partnerships (teachers and leadership) between iZone schools. iZone also assists with planning how to increase student choice/voice, develop outcomes grading systems and mastery tracking strategies to improve student achievement and increase parent involvement and further develop our Future State Design.

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.
 - **Develop two cycles of project-based intensive units of study aligned with Common Core.**
 - **Teachers will develop two intensive units of study, aligned with Common Core, to ensure rigor and provide students with choice and more individualized pathways for learning.**

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.
 - **Offer students other ways to meet classroom expectations and gain credit.**
 - **Provide teachers with a safe space and ongoing support to develop Project Based Learning experiences for all students.**
 - **Expectation-First unit the following school year is Project Based.**

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- **Collect outcomes and review planning templates developed for intensive units of study to determine rigor and which teachers need support in planning.**
- **Teachers will develop intensive units of study to ensure that they:**
 - **Offer students another opportunity to gain/strengthen skills and show evidence of understanding,**
 - **Include rigorous instruction and performance tasks aligned with CC,**
 - **Share common skill-based outcomes with Core classes,**
- **Coaches (including iZone partnership) will provide ongoing support in this work for all participating teachers.**

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.
 - **Ongoing parent workshops such as ARIS, iZone, JumpRope (grading system), Teacher Effectiveness, Common Core, Grade Level Curriculum, etc. needed to become informed and involved in the planning and decision making in support of the education of their children.**
 - **Provide materials and training to help parents work with their children to improve their achievement: literacy, math and technology.**
 - **Provide assistance to parents in understanding City, State and Federal standards.**
 - **Teachers facilitating Content and Common Core conversations during parent meetings (Parent Association, School Leadership, Curriculum Night, Student-Led Conferences)**
 - **Share information about school (CEP updates, State Test information, iZone work, Common Core, Teacher Effectiveness, Quality Review, Progress Reports, Learning Environment Survey) and department of education citywide expectations in a format and in languages that parents can understand.**
 - **Provide professional development opportunities with staff and connect with the Translation and Interpretation unit to strengthen parent outreach and inform parents regarding school policies and goals, expectations**

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

CONCEPTUAL CONSOLIDATION OF FUNDING

- Title I
- Tax Levy

YWL Network

- Parent Workshops/Conferences
- Conferences (Registration, travel, food fees, etc.)
- Training Rate
- Coverages/Per Diem
- Per Session (Planning)
- 1 Part-Time Literacy Coach and 1 Part-Time Math Coach / Teacher Coaches
- Innovation Coach / Authentic Education Coach
- Materials and resources
- Bridges for Learning
- The Young Women's Leadership School Network
- Leadership Academy (NSI Coach) (Contract for Excellence)

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).
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 - **Through iZone, Design Partner Big Picture and partners such as Authentic Education Teacher Effectiveness work is supported by ongoing coaching, workshops and creating partnerships (teachers and leadership) between iZone schools. iZone also assists with planning how to increase student choice/voice, develop outcomes grading systems and mastery tracking strategies to improve student achievement and increase parent involvement and further develop our Future State Design.**

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Portfolio • Rubrics • Goal Setting • Differentiated Instruction • Cooperative Learning (small groups/pairs) • Consistent and Familiar Routines • Graphic Organizers • Word Walls • Modeling • Student Choice • Visual and Auditory Instructions • Planner 	<p>Small Group/One on One Instruction</p> <ul style="list-style-type: none"> • One on one Coaching with Advisor • Extended Day 2 times per week • Lunch/Before-After School Help • Ongoing Communication with Parent/Caregiver • Flex Time 5 times per week during school • Before/After School/Lunch when needed • Co-Planning/Teaching with ELL and Special Education Teachers ongoing • Planning with Coaches ongoing • Frequent Check-Ins with Students 	<ul style="list-style-type: none"> • Before, during and after school
Mathematics	<ul style="list-style-type: none"> • Portfolio • Rubrics • Goal Setting • Differentiated Instruction • Cooperative Learning (small groups/pairs) • Consistent and Familiar Routines • Graphic Organizers • Word Walls • Modeling • Student Choice 	<p>Small Group/One on One Instruction</p> <ul style="list-style-type: none"> • One on one Coaching with Advisor • Extended Day 2 times per week • Lunch/Before-After School Help • Ongoing Communication with Parent/Caregiver • Flex Time 5 times per week during school • Before/After School/Lunch when needed • Co-Planning/Teaching with ELL and Special Education Teachers ongoing • Planning with Coaches ongoing • Frequent Check-Ins with Students 	<ul style="list-style-type: none"> • Before, during and after school

	<ul style="list-style-type: none"> • Visual and Auditory Instructions • Planner 		
Science	<ul style="list-style-type: none"> • Portfolio • Rubrics • Goal Setting • Differentiated Instruction • Cooperative Learning (small groups/pairs) • Consistent and Familiar Routines • Graphic Organizers • Word Walls • Modeling • Student Choice • Visual and Auditory Instructions • Planner 	<p>Small Group/One on One Instruction</p> <ul style="list-style-type: none"> • One on one Coaching with Advisor • Extended Day 2 times per week • Lunch/Before-After School Help • Ongoing Communication with Parent/Caregiver • Flex Time 5 times per week during school • Before/After School/Lunch when needed • Co-Planning/Teaching with ELL and Special Education Teachers ongoing • Planning with Coaches ongoing • Frequent Check-Ins with Students 	<ul style="list-style-type: none"> • Before, during and after school
Social Studies	<ul style="list-style-type: none"> • Portfolio • Rubrics • Goal Setting • Differentiated Instruction • Cooperative Learning (small groups/pairs) • Consistent and Familiar Routines • Graphic Organizers • Word Walls • Modeling • Student Choice • Visual and Auditory Instructions • Planner 	<p>Small Group/One on One Instruction</p> <ul style="list-style-type: none"> • One on one Coaching with Advisor • Extended Day 2 times per week • Lunch/Before-After School Help • Ongoing Communication with Parent/Caregiver • Flex Time 5 times per week during school • Before/After School/Lunch when needed • Co-Planning/Teaching with ELL and Special Education Teachers ongoing • Planning with Coaches ongoing • Frequent Check-Ins with Students 	<ul style="list-style-type: none"> • Before, during and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	N/A	N/A	N/A

Worker, etc.)			
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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.

Instruction by highly qualified staff:

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and partnerships with university schools of education such as New York University, Columbia University Teachers College, Bank Street College of Education, and Hunter College of the City University. We coordinate and integrate our funding streams to ensure the quality of our program.

Under the Title II program, teacher and principal quality is ensured through recruitment and retention of teachers and principals with the Transition to Teaching Program will be used to recruit and retain mid-career professionals and recent graduates.

High-quality and ongoing professional development for teachers, principals, and paraprofessionals that enable all children in the Schoolwide Program to meet the State's student academic standards:

To ensure that all staff is trained in data analysis and interpretation to improve attendance and instruction, we provide professional development in these areas with the support and assistance of Bridges for Learning Network, iZone Coaches, Literacy Coaches, The Young Women's Leadership Network, ATS coordinators, attendance supervisors and district assessment liaisons.

For new and inexperienced principals and assistant principals, Bridges for Learning support includes extensive research based professional development, on-site technical assistance, buddying in quads with experienced principals and mentoring. For new and inexperienced teachers, the school provides buddy teachers, new teacher training, and mentoring through our Coaching template. Bridges for Learning Network, The Young Women's Leadership Foundation as well as the District.

Our professional development is outcomes-based and directly linked to student needs identified through data analysis as detailed on the school's CEP. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. These strategies include: job-embedded support such as in-class demonstration lessons and modeling of research-based strategies. In addition, we have teachers who meet to discuss and/or research specific issues or questions that assist in developing best practices. Another research-based strategy is intra-visitations; that is, teachers are encouraged to visit and observe other teachers' classrooms so as to learn and benefit from others' expertise and experiences. Coaches have been hired to help teachers generate meaningful data and develop strategies on how to use this data to drive instruction and improve student performance. Teachers are encouraged to attend conferences and workshops outside of school.

We further ensure high quality professional development through our own professional development plans based on annual needs assessments and through an incorporation of professional development provided by the District, Bridges for Learning and The Young Women's Leadership School of Astoria.

The focus of professional development is on strengthening the skills, content, context, and process knowledge of new teachers in all subject areas to ensure that all teachers are providing instruction aligned with the standards and assessments. In addition, general education teachers will continue to receive training/support that focuses on strategies for teaching diverse learners, embedding Common Core and what Teacher Effectiveness looks like and sounds like. The focus for special educators will be on strengthening their content area knowledge as well as increasing their repertoire of instructional strategies. The model for professional development will be expanded to include a wide variety of delivery systems to meet the diverse needs of all school based staff.

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

Strategies to attract high-quality highly qualified teachers to high-need schools:

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and partnerships with university schools of education such as New York University, Columbia University Teachers College, Bank Street College of Education, and Hunter College of the City University. We coordinate and integrate our funding streams to ensure the quality of our program.

Under the Title II program, teacher and principal quality is ensured through recruitment and retention of teachers and principals with the Transition to Teaching Program will be used to recruit and retain mid-career professionals and recent graduates.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader DSSI Cluster 01	District 30	Borough Queens	School Number 286
School Name TYWLS of Astoria			

B. Language Allocation Policy Team Composition [?](#)

Principal Laura Mitchell	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Maura N. Henry	Guidance Counselor N/A
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Sandra Pagan
Related Service Provider N/A	Other N/A
Network Leader Marina Cofield	Other N/A

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	497	Total Number of ELLs	27	ELLs as share of total student population (%)	5.43%
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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. 

Paste response to questions 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

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

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

Survey and Program Selection Form to be collected at the end of the session. Each of these steps would occur within ten (10) school days of the student's enrollment at TYWLS of Astoria.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

translation services are provided as necessary.

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

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

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

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

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

There is alignment between parental desires and school offerings based on the information collected from previously admitted Program Selection forms as well as data provided by ATS concerning previous ELL services. Continued Entitlement letters are sent to ELL students' homes in order to both inform parents of the ELL services their daughter is receiving and to invite parents to contact the ESL teacher should they have any questions or concerns.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <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 checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1	1	1	1		6
Total	0	0	0	0	0	0	1	1	1	1	1	1	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	9

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	8	0	0	10	0	4	9	0	1	27
Total	8	0	0	10	0	4	9	0	1	27

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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														0
Chinese							4	2	3	3	1	2		15
Russian														0
Bengali									1	1	4			6
Urdu														0
Arabic							2				2	1		5
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	0	0	0	0	0	6	2	4	4	7	4	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

TYWLS of Astoria has a free standing ESL program serving 27 ELL students in grades 6-11. The program is mainly organized as a push-in program where the ESL teacher follows core curriculum of both ELA and Social Studies content in order to provide explicit ESL instruction and academic language support as needed. The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. Pull-out classes are offered to beginning and intermediate ELL students on a needs basis. The ESL teacher meets with ELA and Social Studies instructors to discuss lessons, assessments, content and scaffolding of materials and instruction on an ongoing basis.

A. Programming and Scheduling Information

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

b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The principal and ESL teacher review ELL schedules to ensure that all students are receiving services according to their English proficiency levels as designated by the NYSELAT. Explicit ESL instruction is delivered through push-in where vocabulary study, bilingual glossaries and reading, writing, speaking and listening are emphasized in order to promote academic English language development. Depending on individual student needs, Beginning and Intermediate students may be pulled-out of elective and other non-academic classes in order to receive further English language instruction in a small group setting. In combination, our high school ELA and Social Studies instruction amounts to 500 minutes per week, which all ELL students receive. At the middle school level, all ELLs receive 250 minutes of ELA and Social Studies instruction per week through our Humanities program.

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. If we had "Beginners", they would receive 500 minutes push in support and approx. 135 minutes targeted instruction through pull out. Many of these students meet with the ESL teacher after school where they receive extra targeted instruction.

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

All content area classes at TYWLS of Astoria are conducted in English. Due to the nature of the push-in program, the ESL teacher collaborates with content area teachers to ensure that all instruction is differentiated and helps to adapt lessons and reading materials when needed in order to make content more comprehensible for beginning and intermediate ELLs. The ESL teacher provides teachers with materials such as glossaries, booklists and instructional websites to support teaching and learning. The ESL teacher also provides teachers with QTEL activities and strategies to encourage and support appropriate scaffolds such as jigsaw reading and writing projects, concept

A. Programming and Scheduling Information

mapping, predicting, graphic organizers and opportunities for accountable talk. In ELA and Social Studies classes, students are asked to read, write and speak on a daily basis. The identification and study of key terms promotes language development and is an integral part of the ELA curriculum. Having students identify and practice effective habits for reading and writing is also a key tool used in the ELA curriculum to promote academic language development for our ELLs. Classroom settings are predictable and accepting of all students (focus on and enjoy learning). Instructional activities maximize opportunities for language use. Instructional tasks involve students as active participants in their own education. Instructional interactions provide support for student understanding in terms of both concepts and materials. Instructional content utilizes student diversity and validates different cultural perspectives.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

ELLs are able to take standardized tests in their native languages, while also being provided with the English-language version of the test. They can also use native language glossaries on content area assessments.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

What we do:

Speak clearly and enunciate.

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

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

Provide directions and explanations orally and in writing.

Pre-teach vocabulary.

Bring in visual aids, graphics and objects.

Prepare alternate examples.

Learn about students' cultures and languages.

Break down tasks into steps.

Provide access to texts which are less language dense.

Use a variety of technology.

Switch up pairings and group work.

Use block letters not cursive.

Provide everything in advance.

Provide models for the students to follow.

Talk to students about what they are doing to learn.

Provide options for assessment.

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

Students can have more time.

Students can use their native languages.

Students can use prior knowledge.

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

Students can use dictionaries, translators, and computers.

Students can ask questions and talk to teacher discreetly in class, after class or after school.

Students can write multiple drafts.

Students can get help from pull out sessions, peers, and other teachers.

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

b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing

A. Programming and Scheduling Information

for ELLs after one year, specify your instructional plan for these ELLs.

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

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

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

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

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

6. What instructional materials and grade-level strategies do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers of ELL-SWDs use many of the aforementioned strategies, such as QTEL and literature circles. These teachers also use vocabulary strategies such as Amplification, in which students use synonyms to increase depth of word knowledge, and Complex Sentence Breakdown, in which complex sentences are split into shorter, simple sentences to derive meaning from complex content-area texts.

7. How does your school use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

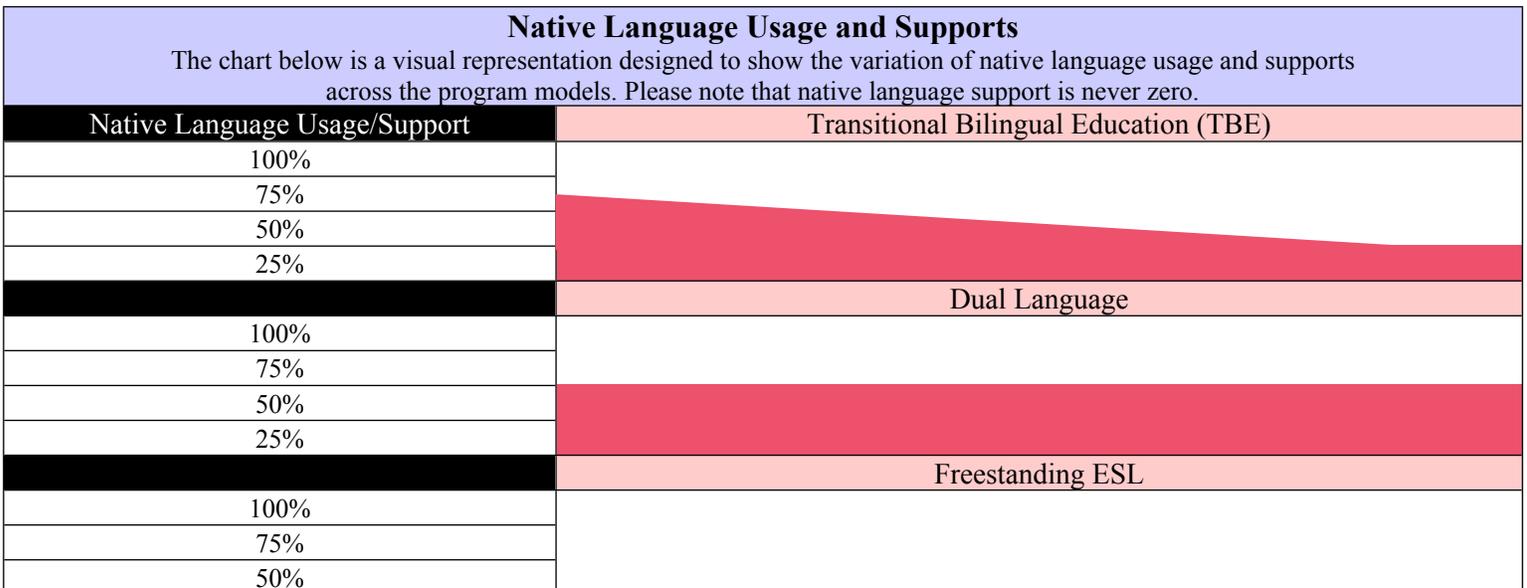
Class/Content Area

Language(s) of Instruction

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

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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.

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

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

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

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

We have hired a full time ESL teacher to ensure students receive the support they need to be successful. Teachers from other content areas will participate in ELL related PDs provided by the DOE, SSO as well ELL PD opportunities in-house. In addition, we will be piloting a self-contained ESL class at the middle school level meeting daily for 45 minutes and having a Social Studies focus. The class will focus on building content area vocabulary and literacy skills with informational texts.

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

N/A

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

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

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list

ELL subgroups if necessary)?

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

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

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

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

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

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

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

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

All students in 9th grade take Spanish four to five days per week. Hebrew and Italian are offered to all students as an after school class.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

Topics will include:

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

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

Currently we do not have a guidance counselor.

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

Furthermore, we often take advantage of the many PD opportunities provided by The Young Women's Leadership Network, Bridges for Learning, and Department of Education (ProTrax).

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

As we are currently a 6-11 school, we aim to make the transition from middle to high school as automatic and seamless as possible for our students who wish to continue their education at TYWLS of Astoria. Last year we scheduled an information session for parents to discuss high school requirements, Regents and the college process. We also developed a number of workshops for the girls. Themes of workshops included self-esteem, hopes and fears, friendships and high school expectations.

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

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

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

Introducing our ELLs! (week of September 12-16, 2011-staff lunches)

Looking at ELL Data (week of Nov. 28-Dec. 2, 2011 staff lunches)

Using ELL Data to Drive Instruction

Differentiated Instruction for ELLs (January 6, 2012 Staff Meeting)

Supporting Our ELLs in the Writing Process (March 2, 2012 Staff Meeting)

Supporting Our ELLs across the Content Areas (week of April 9, 2012 staff lunches)

Supporting Our ELLs in the Writing Process (May 4, 2012 Staff Meeting)

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

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

SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS:
Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. TYWLS of Astoria supports parental involvement including parents of ELLs by encouraging meaningful participation in the life of the school through active involvement with the Parent Teacher Association, School Leadership Team, Title I parent meetings, Curriculum Night, Student-Led Conferences, Multicultural Night and all sub-committee meetings of all of these bodies.

Translation services include:

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

Western Queens offers parents of ELL mental/emotional health support.

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

HOW OUR PLAN WILL ENSURE THAT ALL PARENTS, INCLUDING WORKING PARENTS AND PARENTS OF STUDENTS WITH SPECIAL NEEDS WILL BE AFFORDED THE OPPORTUNITY TO PARTICIPATE:

The Principal is available on any morning by appointment as early as 7 am and as late as 6 pm in the evening. The Parent Teacher Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. All Student-Led Conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. Parent Coordinator works with parents of ELLs in small groups and individually to answer questions and act as liaison/interpreter/advocate.

Parent involvement activities include:

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

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

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

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

Parents were asked to complete a needs assessment. The PTA Executive Board and Title I parent reps. meet with Principal at regular monthly meeting and through phone calls if a particular issue arises. There are four parents on the School Leadership Team. After a ten-day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team addressed the association. A balloted vote was held and the four parents with the most votes gained seats on the team. The PA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The Parent Executive Board and the Title I parent rep were asked to sign off on the School Parent Compact and the Title I budget modification.

Further, they are signing off on this parent involvement plan, which is the culmination of discussions with all constituencies.

HOW WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN:

This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. To this end, we have established an interactive box on the website so that parents can communicate at any time with the administration or the parent teachers association.

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

The Compact developed after a series of meetings between the parents and the administration. A meeting was held over the summer with the outgoing Executive Board. Subsequently, a general Parent Teachers Association meeting was held to elect a new Executive Board and new Title I parent representatives. There was another general meeting and open forum for parents and the parent members of the School Leadership Team were elected. Following that, at the next Executive Board Meeting, the School Parent Compact was developed.

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

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

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

Yes, Western Queens (School based Mental Health services).

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)								1	2	1	6	3		13
Advanced (A)							6	1	2	2	2	1		14
Total	0	0	0	0	0	0	6	2	4	3	8	4	0	27

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2		4		1				7
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	8		6	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	11		4	
Physics				
Global History and Geography	4		1	
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

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

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

No LAB-R data.

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

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

that instruction and activities in all content areas should incorporate multiple opportunities for ELL students to further their English language usage in each of the four skill areas.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

This is not applicable because our ELLs do not take the test in their native languages.

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

ELL Periodic 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, these assessments will continue to help us to determine targeted teaching strategies for language acquisition.

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

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

We are using our Periodic Assessments to measure and clearly define our individual ELL students' needs for the upcoming statewide exams. We are also learning how to better track their progress and gains made over the course of the year. The native language is used in terms of allowing the use of bilingual glossaries and dictionaries during content area assessments.

5. N/A: A Dual Language Program does not exist at TYWLS of Astoria.

6. Describe how you evaluate the success of your programs for ELLs.

Success of our program for ELLs is evaluated in a number of ways. Formal assessments such as the NYSESLAT help to show which students have advanced their acquisition of English over the course of the entire school year. We can also determine the success of our program by examining gains made for each student since the ELL Periodic Assessment. Lastly, classroom assessments, both formal and informal, as well as teacher observations also aid us in determining the success of our ELL program.

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

School Name: <u>TYWLS of Astoria</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 30Q286 **School Name:** The Young Women's Leadership School

Cluster: 101 **Network:** Bridges for Learning

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

Part A: Needs Assessment Findings

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

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

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

- Findings
 - o Number of different languages spoken: 10
 - o Number of parents that require/requested written translation: 100
 - o Number of parents that require/requested oral translation: 50
 - o Number of staff members who speak another language: 6

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

Part B: Strategies and Activities

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

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

DETERMINATION of PRIMARY LANGUAGE

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

OBLIGATION to PROVIDE LANGUAGE ASSISTANCE SERVICES

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

TRANSLATION REQUIREMENTS

- Centrally/Regionally Produced Communications-Timely distribution of these documents to parents/guardians that have been identified by the Translation and Interpretation Unit to contain information regarding their child's education. For example:
 - Registration, application and selection.
 - Standards and performance.
 - Conduct, safety and discipline.
 - ELL/Special education and related services.
 - Transfers and discharges.
- School will provide parents/guardians whose primary language is a covered language with a translation of any document that contains individual, student-specific information, but not limited to a student's
 - Bill of Rights and Responsibilities
 - Health
 - Safety
 - Legal/disciplinary matters
 - Entitlement to public education or placement in any special education ELL or non-standard academic program and
 - Permission slips/consent forms.
- When the Translation and Interpretation Unit, our school, or central/regional office is temporarily unable to provide required translation into one or two covered languages, we will provide a cover letter/notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation/interpretation of such document.
- School will hire a translator or ask for a volunteer (parent/staff member) to translate for parents during school meetings and one-on-one meetings.

NOTIFICATION REQUIREMENTS

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

office and lobby.

□ TYWLS of Astoria where parents of more than 10% of the children that speak a primary language that is not a covered language, shall obtain from the Translation and Interpretation Unit a translation into such a language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.