



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF THE BRONX

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09x568

PRINCIPAL: LEMARIE LAUREANO

EMAIL: [LLAUREA@SCHOOLS.NYC.GOV](mailto:LLAUREA@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **DOLORES ESPOSITO**

**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
LeMarie Laureano	*Principal or Designee	
Christina McNamee	*UFT Chapter Leader or Designee	
Charles Lee	*PA/PTA President or Designated Co-President	
Devon Eisenberg	Principal or Designee	
Tara Gallagher	Member/Teacher	
Vanessa Paula	Member/Teacher	
Charisse Lewis	Member/PA Secretary	
Elisa Guerrero	Member/PA	
Yaya Duval	Member/PA	
Arlene Rios	Member/PA	

\*\* 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**

#### **To demonstrate gains in student progress in the area of Mathematics**

- To increase the number of students achieving a Proficiency Level of 3/4 on the New York State Mathematics Assessment from 67% to 70% in the 2012-2013 school year.
- At least 5% of our level 2's will score at grade level (Level 3) as demonstrated by the New York State Math exam.

### **Comprehensive needs assessment**

In reviewing student performance in the 2012 NYS Math Assessment, we noted that 67% scored a proficiency level with an average score of 2.95. Early diagnostic assessments demonstrated a deficiency in fifth grade standards. A special focus will be on CCLS Shift #5 in which students are expected to use math and choose the appropriate concept for application. Early observations in classwork and homework demonstrated that word problems are an area of growth.

### **Instructional strategies/activities**

- Provide summer PD to introduce the CIE and CCLS with follow-up professional workshops throughout the school year (7/12-6/13)
- Develop a minimum of two CCLS-aligned units of study in Mathematics (2/2013 and 6/2013)
- Administer math diagnostic exam (8/12)
- Assess students periodically to monitor progress and modify units of study and lesson based on most current data (8/12-6/13)
- Provide PD to math liaison through New Visions who will turn key to other staff members (9/12-6/13)
- Utilize the support of a Math coach from New Visions to provide immediate feedback and support to teachers (1/13-6/13)
- Secure consultants, Teachers College Inclusion Classroom Program, to provide professional development, along with specific and immediate, feedback to teachers (1/13-6/13)
- Employ the workshop components in mathematics (ie: problems solving, explicit guidance, guided practice, etc) (9/12- 6/13)
- Use constructivist mathematics approach including explicit instruction during mini-lesson (9/12- 6/13)
- Guided group work in order to provide additional support in areas of need identified in assessments (9/12- 6/13)
- Individualized work in order to support students' needs at their level (9/12- 6/13)
- Implement mathematics games to increase student engagement while reinforcing basic skills (9/12- 6/13)
- Use technology (laptops) in the classrooms to provide multiple modes of expression for students (9/12- 6/13)
- Utilizing Smartboards in all math classrooms to address visual learners and improve engagement (9/12- 6/13)
- Familiarize students with test taking skill through the use of a customized test-prep curriculum (2/1- 4/25)
- Reduce teacher to student ratio with co-teaching at least two times a week (9/12- 6/13)
- Use of comprehensive quarterly projects and/or performance tasks to evaluate students' progress (every marking period) (9/12-6/13)
- Implement an intensive Saturday Academy (2/13- 5/13) based on data obtained from simulation assessments
- Peer-tutoring (9/12- 6/13)
- Homework help and/or tutoring by high school volunteers (1/13 - 6/13)
- Provide remedial program using Carnegie Learning for students in need of additional support (1/13-6/13)
- Use testing modifications for instruction and for assessments as appropriate. (9/12- 6/13)
- Administrators and coaches will conduct observations and classroom walkthroughs will give feedback to support teaches (9/12-6/13)
- Gates Pilot Grant w/ onsite Math Coach twice a month and intervisitations across middle schools (2/13-6/13)

**Strategies to increase parental involvement**

- Provide parent workshops to familiarize families with CCLS and the changes in the Mathematics curriculum as well as parent workshops (ie. Curriculum Night; Family Math Night; Workshop on How to Help My Daughter)
- Provide parents/guardians with on-line math resources
- Bridge the gap between home and school by providing access to an on-line grading program (Skedula) so parents can monitor progress, student homework and behavior
- Share information about school and parent related programs, meetings and other activities in a format, and in languages, that parents can understand

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

- Academic Support: In addition to after school support (Homework Help; Remediation program) and Saturday school support, students are encouraged to seek help from their teachers by making appointments with them for additional support either in the morning, at lunch time or after school.
- Social and Emotional Support: To meet the community-induced challenges and natural adolescent development we have grade level Advisory. Advisory consists of mentoring, peer mentoring, teen workshops on socialization, conflict resolution, study skills, and college/career exploration.
- Extracurricular Activities and Partnerships: Relationships between the school, businesses, community agencies/organizations and individual citizens will be encouraged and sought. Opportunities with our partnering organizations provide us to target distinct interest and learning styles while fostering inquiry and learning through: Seeds for Trees; TCICP; Coder Dojo Workshops; and New Visions.

## **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**

#### **To demonstrate gains in student progress in the area of English Language Arts**

- At least 5% of our level 2's will score at grade level (Level 3) as demonstrated by the New York State ELA Assessment
- At least 25% of our Level 1's will score at Level 2 as demonstrated by the NYS ELA Assessment.
- 75% of students will demonstrate a positive gain in their progress based on the NYC Progress Report

### **Comprehensive needs assessment**

- In reviewing student performance in the 2012 ELA Assessment, we noted that only 48% scored a proficiency level with an average score of 2.95. The average progress made from 2011 to 2012 was -0.6. Early diagnostic assessments demonstrate that students need additional support in defending positions that is aligned to Shift #5 of the CCLS.

### **Instructional strategies/activities**

- Provide summer PD to introduce the CIE and CCLS with follow-up professional workshops throughout the school year (7/12-6/13)
- Develop a minimum of two CCLS-aligned units of study in Literacy (as well as in Science and Social Studies) (2/2013 and 6/2013).
- Baseline Running Records and writing assessment (8/12)
- Provide PD to Literacy liaison through New Visions who will turn key to other staff members (9/12-6/13)
- Allow for opportunities for differentiated professional development to target individual needs of teachers to ensure best teaching practices are implemented (7/12-6/13)
- Provide curriculum mapping PD through New Visions to teacher who will turn key to other staff members (12/12-4/13)
- Utilize the support of a Literacy coach from New Visions to provide immediate feedback and support to teachers (1/13-6/13)
- Secure consultants, Teachers College Inclusion Classroom Program, to provide professional development, along with specific and immediate, feedback to teachers to help move them along Danielson Continuum (1/13-6/13)
- Secure support from Teachers College Writing Program to provide professional development for argumentative writing (10/12-2/13)
- Small group instruction in book clubs to target students at their instructional reading level with three reading assessments during the course of the year (9/12; 1/13; 6/13)
- Small group instruction in leveled writing classes to target skills and areas for growth with a 12:1 ratio with midyear re-assessment (9/12; 2/13)
- Common planning time among ELA and content area teams to create CCLS-aligned, differentiated unit plans, lesson plans, and assessments (9/12-6/13)
- Use formative and summative assessments to inform instruction (9/12-6/13)
- Provide rigorous daily homework that will be checked daily to gauge students' mastery of standards(9/12-6/13)
- Employ the workshop components in Literacy (9/12- 6/13)
- Guided group work in order to provide additional support in areas of need and enrichment identified in assessments (9/12- 6/13)
- Individualized work in order to support students' needs at their level (9/12- 6/13)
- Use technology (laptops; Blog) in the classrooms (9/12- 6/13)
- Utilizing Smartboards in all classrooms to address visual learners and improve engagement (9/12- 6/13)
- Familiarize students with test taking skill through the use of a customized test-prep curriculum (2/1- 4/25)
- Implement an intensive Saturday Academy (2/13- 5/13) based on data obtained from simulation assessments
- Peer-tutoring (9/12- 6/13)
- Homework help and/or tutoring by high school volunteers (1/13 - 6/13)
- Use testing modifications for instruction and for assessments as appropriate. (9/12- 6/13)

- Administrators and coaches will conduct observations and classroom walkthroughs will give feedback to support teaches (9/12-6/13)
- Gates Pilot Grant w/ onsite Literacy Coach twice a month and intervisitations across middle schools (2/13-6/13)

**Strategies to increase parental involvement**

- Provide parent workshops to familiarize families with CCLS and the changes in the Literacy curriculum as well as parent workshops (ie. Curriuclum Night; Book Reading with Student Press Initiative; Workshop on How to Help My Daughter)
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through workshops by New Visions and the Parent Academy
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress through the use of an on-line grading system
- Share information about school and parent related programs, meetings and other activities in a format, and in languages, that parents can understand;
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural differences

**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   X   Other

If other is selected describe here:

New Schools Development from Young Women’s Leadership Network

**Service and program coordination**

- Academic Support: In addition to after school support (Homework Help; Remediation program) and Saturday school support, students are encouraged to seek help from their teachers by making appointments with them for additional support either in the morning, at lunch time or after school.
- Social and Emotional Support: To meet the community-induced challenges and natural adolescent development we have grade level Advisory. Advisory consists of mentoring, peer mentoring, teen workshops on socialization, conflict resolution, study skills, and college/career exploration.
- Extracurricular Activities and Partnerships: Relationships between the school, businesses, community agencies/organizations and individual citizens will be encourages and sought. Opportunities with our partnering organizations provide us to target distinct interest and learning styles while fostering inquiry and learning through: Teachers College Writing Project; Student Press Initiative; TCICP; Common Core Fellows; Community Word Press; Tribeca Film Institute; and New Visions.

### **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**

#### **Improve teaching and assessment practices focusing on the lowest third, special education and ELLS students**

##### **Comprehensive needs assessment**

In reviewing student performance in the 2012 ELA Assessment, we noted that none of our lowest third, 13% of our Sped students and 14% of our ELL students scored proficient levels on the NYS ELA compared to 48% of our general education population. Similarly, in the 2012 Math Assessment, we noted that our lowest third scored proficiency levels. In fact, 56% of our Sped students, 55% of our ELL students and 13% of our former ELL students were denoted in the lowest third. Continued work and remediation is needed with these populations to help close the achievement gap.

##### **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:

- Provide summer PD to introduce the CIE and CCLS with follow-up professional workshops throughout the school year (7/12-6/13)
- Teachers will participate in monthly differentiated professional development focusing on the needs of struggling learners (9/12-6/13)
- On-going PD on Teacher Effectiveness that includes a focus on the Danielson Framework for Teaching with a special focus on questioning and engaging (Competencies 3b and 3c)
- Special Education teachers attend monthly workshops at TCICP and IEP writing workshop (10/12-6/13)
- Continue to ensure that students identified as ELLs and Sped students are placed in the correct educational setting (9/12-6/13)
- Provide mandated ELLs instructional time (9/12-6/13)
- Provide special education services as mandated by the IEP (9/12-6/13)
- Provide standards based instruction incorporating ESL SIOP and special education strategies and methodologies into all content areas (9/12-6/13)
- Provide opportunities for students to participate in flexible grouping such as partnerships, whole group/small group instruction; cooperative learning (9/12-6/13)
- Teach ELLs and Sped students conventions, grammar and usage of the English language in a progressive and incremental manner in a lowered teacher to student ratio of 12:1 in writing class three times a week (9/12-6/13)
- Purchase materials that support ELLS, Sped and lowest third learners, including visuals, texts with appropriate illustrations and guided reading materials, online resources and books on tape (9/12-6/13)
- Teachers will participate in grade level meetings to discuss the specific needs of each student based on the proficiency levels as well as IEP materials to determine groupings in class (9/12-6/13)
- Provide preparation time for ESL/Sped/co-teacher to articulate with general education teacher (9/12-6/13)
- Administrators and coaches will conduct observations and classroom walkthroughs will give feedback to support teaches (9/12-6/13)
- Teachers will confer with students after assessing their writing to provide personalized feedback for each student (9/12-6/13)

##### **Strategies to increase parental involvement**

- Provide parent workshops to familiarize families with CCLS and the changes in the Literacy curriculum as well as parent workshops (ie. Curriuclum Night; Book Reading with Student Press Initiative; Workshop on How to Help My Daughter)
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through workshops by New Visions and the Parent Academy
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through the use of an on-line grading system
- Share information about school and parent related programs, meetings and other activities in a format, and in languages, that parents can understand;
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural differences

- Provide information through newsletters, agendas and website about programs, activities, curriculum, assessments and trainings held several times a year and at various times of the day in order to accommodate families

**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  X  Grants   Other

If other is selected describe here:

**Service and program coordination**

- Academic Support: In addition to after school support (Homework Help; Remediation program) and Saturday school support, students are encouraged to seek help from their teachers by making appointments with them for additional support either in the morning, at lunch time or after school.
- Social and Emotional Support: To meet the community-induced challenges and natural adolescent development we have grade level Advisory. Advisory consists of mentoring, peer mentoring, teen workshops on socialization, conflict resolution, study skills, and college/career exploration.
- Extracurricular Activities and Partnerships: Relationships between the school, businesses, community agencies/organizations and individual citizens will be encouraged and sought. Opportunities with our partnering organizations provide us to target distinct interest and learning styles while fostering inquiry and learning through: Teachers College Writing Project; Student Press Initiative; TCICP; Common Core Fellows; Community Word Press; Seeds to Trees; Coder Dojo; Tribeca Film Institute; Girls Inc; YWLN and New Visions.

### **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**

To develop a collaborative culture in which all constituents hold themselves to high professional/behavioral expectations that leverage the strengths of specific individuals to enhance our school wide culture and student outcomes while focusing on career readiness and STEM.

- Leverage strengths of staff to lead/support one another in the service of learning and student outcomes
- 100% of staff members will attend professional development with STEM
- 100% of students will have a deeper understanding of the importance of higher education and their job opportunities in the STEM field
- A minimum of 95% of students will visit at least college one college during the school year
- 90% of our 6<sup>th</sup> graders will recognize the importance of the a college education which will be measured through survey monkey
- 100% of students will participate in at least one after school program each week

#### **Comprehensive needs assessment**

As a new school, we must set a strong foundation as we grow each year. Our mission is to have all our students attend college, with a small percentage attending a career readiness program, particularly in the STEM areas. This can only be achieved by having students armed with the necessary skills for college success. We must set high expectations from all members of our community to achieve success.

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

- Provide professional development throughout the year (7/12-6/13)
- Create an advisory program that focuses on school's core values and soft skills that include setting high expectations, a college awareness, etc. (7/12-6/13)
- Build meeting times into schedule (CPT, grade meetings, dep't meetings, PD, faculty meetings) to determine areas of focus for advisory (9/12-6/13)
- Survey teachers for professional development needs in combination with examining classroom walkthrough data to develop comprehensive professional development (8/12-6/13)
- Provide socialization time to celebrate special moments and events (Teacher Night; Parent Night; Thanksgiving Feast; Holiday Breakfast for Parents; Donuts for Dad, Bagels for Mom, etc.) (9/12-6/13)
- Specify certain days as School Spirit Days (PJ Day; Twin Day; Career Day; Team Day; etc.) (9/12-6/13)
- Create parent participation contracts in which parents have choice as to how they will support the school (8/12-9/12)
- To have excellence and accountability rewarded and recognized through various school celebrations (ie. Honor Roll Night; Brag Wall; etc) (9/12-6/13)
- Participation in YWLN events such as Cool Women, Hot Jobs, the Empowerment Breakfast, etc. (9/12-6/13)
- Parent run double dutch club Fridays after school (10/12-5/15)
- Formation of active SLT whose presence is known in the school

#### **Strategies to increase parental involvement**

- Survey parents for parent workshops
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through workshops by New Visions and the Parent Academy
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through the use of an on-line grading system
- Share information about school and parent related programs, meetings and other activities in a format, and in languages, that parents can understand;
- Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural differences
- Provide information through newsletters, agendas and website about programs, activities, curriculum, assessments and trainings held several times a year and at various times of the day in order to accommodate families
- Call parent's home to remind them of PA meetings

**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:

- New Schools Development Funds from Young Women's Leadership Network
- Grant from Los Padres Foundation

**Service and program coordination**

- Academic Support: In addition to after school support (Homework Help; Remediation program) and Saturday school support, students are encouraged to seek help from their teachers by making appointments with them for additional support either in the morning, at lunch time or after school.
- Social and Emotional Support: To meet the community-induced challenges and natural adolescent development we have grade level Advisory. Advisory consists of mentoring, peer mentoring, teen workshops on socialization, conflict resolution, study skills, and college/career exploration.
- Extracurricular Activities and Partnerships: Relationships between the school, businesses, community agencies/organizations and individual citizens will be encouraged and sought. Opportunities with our partnering organizations provide us to target distinct interest and learning styles while fostering inquiry, leadership development and learning through: ENERGY UP; Girls Inc; Alley Pond; Teachers College Writing Project; Student Press Initiative; TCICP; Common Core Fellows; Community Word Press; Tribeca Film Institute; Seeds for Trees; TCICP; Coder Dojo Workshops; YYWN; Los Padres Foundation; and New Visions.

### **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**

- To increase parent involvement to positively impact on student success
- At least 80% of our parents will respond to the parents survey for the 2012-2013 school year
- The Learning Environment Survey will reflect a score of 10 out of 15 on the environment section

#### **Comprehensive needs assessment**

- Although we have had limited PA meetings, we have noted that the parent turn-out has varied with high percentages of parents coming for Parent Teacher Conference and Welcome Back to School Night. However, attendance at PA meetings have been low in general. We recognize that families are very busy, often with parents working either late nights and/or two jobs. However, the home-school connection is imperative to student success.

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

- Use parent meetings/contact as a vehicle to improve maintain student attendance (9/12-6/13)
- Generate phone calls to parents when appropriate (9/12-6/13)
- Send monthly calendar and Parent Update to families via back pack and posted on website (9/12-6/13)
- Solicit parent involvement through meaningful and relevant topics for parent meetings (9/12-6/13)
- Solicit parents to attend school functions such as academic celebrations and viewing components of instructional program (9/12-6/13)
- Launch the use of Skedula as a means for parents to monitor student progress (12/12-6/13)

#### **Strategies to increase parental involvement**

- Ask parents to chair and plan family events and class/school fundraisers.
- Invite parents to attend and support school celebrations
- Survey parents for parent workshops
- 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 through workshops by New Visions and the Parent Academy
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress through the use of an on-line grading system
- 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 differences
- Provide information through newsletters, agendas and website about programs, activities, curriculum, assessments and trainings held several times a year and at various times of the day in order to accommodate families

**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**

- Academic Support: In addition to after school support (Homework Help; Remediation program) and Saturday school support, students are encouraged to seek help from their teachers by making appointments with them for additional support either in the morning, at lunch time or after school.
- Social and Emotional Support: To meet the community-induced challenges and natural adolescent development we have grade level Advisory. Advisory consists of mentoring, peer mentoring, teen workshops on socialization, conflict resolution, study skills, and college/career exploration.
- Extracurricular Activities and Partnerships: Relationships between the school, businesses, community agencies/organizations and individual citizens will be encouraged and sought. Opportunities with our partnering organizations provide us to target distinct interest and learning styles while fostering inquiry, leadership development and learning through: Girls Inc; Alley Pond; Teachers College Writing Project; Student Press Initiative; TCICP; Common Core Fellows; Community Word Press; Tribeca Film Institute; ENERGY UP; Seeds for Trees; TCICP; Coder Dojo Workshops; YYWN; Los Padres Foundation; and New Visions.

**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"> <li>• Readworks</li> <li>• Triumph Learning Common Core Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Small group push-in</li> <li>• Lower student-teacher ratio in writing classes and book club/reading</li> <li>• Peer tutoring</li> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and after school tutoring and/or Teacher Office Hours</li> <li>• Saturday Academy</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Carnegie Learning on-line program</li> <li>• Show What You Know on the Common Core books</li> </ul>	<ul style="list-style-type: none"> <li>• Small group push-in</li> <li>• Lower student-teacher ratio with a 12:1 ratio 29% of the time in math class</li> <li>• Peer tutoring</li> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• Before and after school tutoring and/or Teacher Office Hours</li> <li>• Saturday Academy</li> </ul>
Science		<ul style="list-style-type: none"> <li>• One-on-one tutoring</li> <li>• Peer Tutoring</li> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after school tutoring and/or Teacher Office Hours</li> </ul>
Social Studies		<ul style="list-style-type: none"> <li>• One-on-one tutoring</li> <li>• Peer Tutoring</li> <li>• Homework Help</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after school tutoring and/or Teacher Office Hours</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<ul style="list-style-type: none"> <li>• Small group and individual counseling as needed, or as mandated on the IEP</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

### 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.

In addition to the requirements set forth by the NYCDOE, we also:

- Actively reach out to local colleges during the course of the year to recruit prospective educators joining the field of education.
- Provide all teachers differentiated professional development based on their specific needs
- Provide an on-boarding summer PD to introduce new staff members to the expectations of the Young Women's Leadership Schools, including research on how girls learn
- Provide a week long summer program focused on City-wide Instructional Expectations, Universal Design for Learning, Danielson Framework for teaching and Common Core Learning Standards
- Provide several CWT and observations during the course of the year with timely feedback
- Secure in-house professional development
- Provide leadership opportunities, including participating in planning retreats
- Secure teacher feedback through various mediums, including Insight Survey, during the year
- Conference with each teacher to review goals, assess their current standing, and their hopes for future growth
- "Shout Outs" on weekly teacher circular highlighting teacher accomplishments and successes
- Provide CCLS professional development for content area teachers through New Visions

**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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

**SCHOOL-PARENT COMPACT**  
**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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- 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  
2012-13**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Barbara Gambino</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>568</b>
School Name <b>TYWLS of the Bronx</b>			

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

Principal <b>Devon Eisenberg &amp; Lee Laureano</b>	Assistant Principal <b>Co-Directors</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Julissa Di Lone</b>	Guidance Counselor <b>Kevin Creamer</b>
Teacher/Subject Area <b>Vanessa Paula</b>	Parent <b>Cherisse Carter-Lewis</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Crystal Goris</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>8</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>89</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>7.87%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

### ELL IDENTIFICATION PROCESS

1- Our certified TESOL Instructor and ESL coordinator, Ms. Julissa DiLone assists parents/guardians with the completion of the Home Language Survey as well as the administering of the LAB-R. Our initial identification process includes the Home Language Surveys for students who are new to the New York City School System while for returning ELL's we use the ATS results of the NYSESLAT to determine their continued eligibility. We identify new students at the time of registration when the Home Language Survey is completed by parents and we find that it indicates a home language other than English. As soon as the new English Language Learners are identified by the ESL coordinator, an informal interview of the parents is conducted. Then the same coordinator administers the LAB-R on the identified student in English and Spanish, as needed, and then handscores it to ensure proper placement within 10 days of their enrollment. Newcomer students whose first language is Spanish are also tested using the Spanish language Writing and Reading Assessment Protocol (W.R.A.P.).

2-Upon determination of ELLs eligibility, parents are invited to a parent orientation facilitated by our certified TESOL Instructor and ESL Coordinator, Ms. Julissa DiLone, and a translator is secured, as needed. During the orientation parents sign an attendance sheet and are given a power point presentation in which they are informed about the laws governing ELLs in New York and their rights as parents. The presentation concludes with the Office of English Language Learners' ELL/ESL orientation DVD, which describes the three programs that the NYCDOE offers (Transitional Bilingual Education, Dual Language, and Free Standing ESL). After a Q&A session, the parents are given the opportunity to review and complete the program selection form in which they select one of the three programs offered (Transitional Bilingual Education, Dual Language and Freestanding English As A Second Language). The parents have the option to take the form home for completion and later return with the student. If the parent selection form is not returned, the default program for ELLs is Transitional bilingual. Original copies of all completed parent choice surveys are filed in each ELLs portfolio, by the ESL coordinator.

3 & 4- Based on the program selection form and the LAB-R results, students are placed in the appropriate level of proficiency and program within 10 days of enrollment. Following this, our certified TESOL instructor and ESL coordinator, Ms. Julissa DiLone, sends an official letter of entitlement, continued entitlement, or non-entitlement, based on the LAB-R and NYSESLAT scores, to the parents of each student. These letters are sent home with the students, who initial an ELL form-tracking sheet for record keeping purposes. A follow-up phone call is then made to ensure parents have received the letter, within 48 hours. The eligibility of ELL program

participation for new students and returning students is finalized through this distribution of entitlement and continuation letters. All letters and information are given in the identified native language to ensure complete understanding of program. A copy of all letters issued are also filed in each student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms. The master English language learner data as well as individual student portfolios are stored in the school's main office in a locked file cabinet. Additionally, various activities such as parent meetings, parent workshops, phone contacts and informational mailings are planned for the school year to ensure that all documentation activities have been completed and to expand Parent's knowledge of the prescribed ELL program. These events are documented by keeping copies of letters sent home to parents as well as completed forms.

5-The current trend of program selection made by parents has been Freestanding ESL. However, the school is prepared through continued monitoring of program selections made by parents to adapt to the needs that are identified.

6. A parent who selects a transitional bilingual or dual language program, which are currently not available at our school, will be provided a list of schools in the district that offer said programs. If the parent chooses to keep their student at TYWLS Bronx they will be informed that TYWLS Bronx has a Freestanding ESL program. The school then maintains a list of all parents who request TBE programs. When the TBE list identifies 15 students of the same native language in two consecutive grades in the middle school or twenty students in any single grade in high school, we will create a Transitional Bilingual class to accommodate the identified need.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input 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 checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs	1	Special Education	3

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	3	0	0	3	0	3	7
Total	1	0	0	3	0	0	3	0	3	7

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

#### PROGRAMMING AND SCHEDULING

1a -TYWLS Bronx is proud of its ability to maintain and develop excellent academic performance for its students. In an effort to support our English Language Learners, we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous Freestanding ESL program is primarily a push-in model, but includes tailored pull-out, parallel instruction for struggling learners. Additionally, all content area teachers use the Universal Design for Learning approach in planning and instruction. This enables students of all learning styles and English language proficiencies to learn in an environment in which they are provided with multiple means of representation, engagement, and academic expression. The UDL model is one that works well for ELLs, in particular, because it takes into account the ESL and SIOP instructional strategies. Such as, building prior knowledge through anticipatory texts, visual representation of materials, verbal cues, repetition, posting of instructions, and collaborative learning. Our instructional plan also calls for collaborative planning and curriculum-aligned support. The Literacy, Writing, and Social Studies teachers meet weekly to collaborate on lessons and discuss additional supports, as do our Science and Math instructors. Additionally, all content area teachers meet four-five times a month to discuss curriculum goals, performance tasks, and progress of ELLs in the various classroom settings. All ELLs receive the appropriate units of study in ESL for their level of English proficiency, as per CR Part 154.

## A. Programming and Scheduling Information

1b & 2 - Beginning and Intermediate ELLs at the Middle School level receive a minimum of 360 minutes of push-in hours per week, while Advanced ELLs receive 180 hours push-in hours per week. These services are provided during their Literacy and Math periods. Additional supports are provided through the supplemental Writing program, which meets for 150 minutes per week and the extended day Book Club program, which meets for 30-60 minutes per week.

3- Our ESL plan employs a collaborative co-teaching model in Literacy and Writing instruction. In math, a push-in model is used in which the ESL coordinator works with the content area teacher to target struggling learners and provide additional support for the ELL population before and during the lesson. The individualized and small group instruction models includes a variety of hands on strategies to include flexible grouping, cooperative learning and scaffolding techniques in reading, writing, and math literacy development. The parallel teaching program more finely targets the needs of our beginning and intermediate students. It addresses the four modalities based on basic interpersonal conversational skills as well as a strong emphasis on cognitive academic language proficiency. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through the use of accountable talk, active listening, shared reading and the supplemental writing classes that meet three times a week. These approaches include process writing, vocabulary development, cooperative learning, grammar language structures, contextualization and use of technology. More specifically stated, it includes a wide scale use of vocabulary development builders, close exercises, comprehension checks, reading reinforcement activities, discussion starters, role play, listening skills exercises, key grammatical structures, quizzes and tests appropriate to students' grades and level of proficiency. These strategies cross all curriculum areas and provide ongoing assessments based on the English as a Second Language standards in literacy and social studies. Differentiated instruction is pursued through a well balanced literacy model. The Depth of Knowledge (DOK) elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction, all heterogeneous. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. In addition, all ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are more advanced. With such a diversified learning approaches ELLs are able to discover language through experiments and process writing approaches.

4 -Currently, participating students come from Spanish speaking families. In order to appropriately evaluate them in their native language, the ESL coordinator conducts a Spanish language Writing and Reading Assessment Protocol (W.R.A.P.) on all newcomer students. Additionally, ELLs are also provided with Spanish-English language dictionaries and content area glossaries to further their understanding.

5 & 6 -We have an action plan in place that helps to address the needs of both our SIFE population, newcomer ELLs, and ELL-SWDs through differentiated instruction, after school support, and Saturday intensive Literacy and Math clubs. Both SIFE and newcomer ELL students will receive the Heinli Phonics Intervention program to help accelerate their phonemic awareness and facilitate decoding of grade-level texts. In addition to this specialized support, all students receive response to intervention in literacy through the use of the Common Core Learning Standards Language Progressive Skills by grade, beginning with assessment on elementary (K-5) CCLS language standards. Coupled with the Read-Works balanced literacy Book Club, the Saturday Intensive Institute for Math and Literacy, and after school homework help, these supports all aim at providing our SIFE, newcomer ELL, and ELL-SWD population with the extra support they will need in preparation for the NYSESLAT and support their exit from the program.

In order to provide the best possible support to the ELLs that receive Special Education Services (ELL-SWDs), we increase the application of visual support to enable a better understanding of the writing process. Additionally, we increase their comprehensible input and meaning experiences through scaffolded reading strategies with increased application of kinesthetic strategies that support vocabulary development, syllabification, phonics and spelling. IEPs of individual student are reviewed to make sure that all recommended instructional strategies are properly implemented in class. Finally, our certified TESOL instructor and ESL coordinator, Ms. Julissa Di Lone provides ELL-SWDs with mandated ESL instruction during their 50 minute writing class which meets three days a week and their 30 minute Read-Works balanced literacy Book Club, which meets 2 days a week.

At TYWLS Bronx, we also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two years extension, as well as for special accommodation during testing. Our Freestanding English as a Second Language (ESL) program provides instruction in English, emphasizing English-language acquisition, using the Universal Design for Learning (UDL) approach in all content areas. Furthermore, the transitional support for ELLs reaching proficiency on the NYSESLAT includes continued ESL support through strategic push-in instruction, using the co-teaching model. The emphasis on a

## A. Programming and Scheduling Information

balanced literacy approach to teaching includes a spotlight on comprehension as key, while phonics, vocabulary and spelling instruction is embedded in our work. Our book club and supplemental writing classes provide us with additional time with our ELL population. Ongoing diagnostic assessment and data analysis allows us to target our instruction to meet the needs of our students. All necessary accommodations and modifications will be implemented to ensure appropriate assessment and academic intervention of students, whether they are entering the ESL system for the first time or are considered a long-term ELL.

7- All school services correspond to ELLs age and grade levels. The ESL teachers meet and co-plan with the Literacy and Math content area teachers to analyze data and ensure lessons are accessible to the students needs. Additionally, grade-team meetings provide a platform for large-scale discussions surrounding the progress of ELLs in Science and Social Studies. During these meetings, the ESL coordinator addresses the needs of ELLs by providing content area teachers with additional resources and supports. Furthermore, we also diversify lessons through book clubs, writing tutorials, the use of pictures, Smart Boards, computer programs, and teacher created materials in order to make the teaching of reading and writing more accessible and enjoyable to the student.

### 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

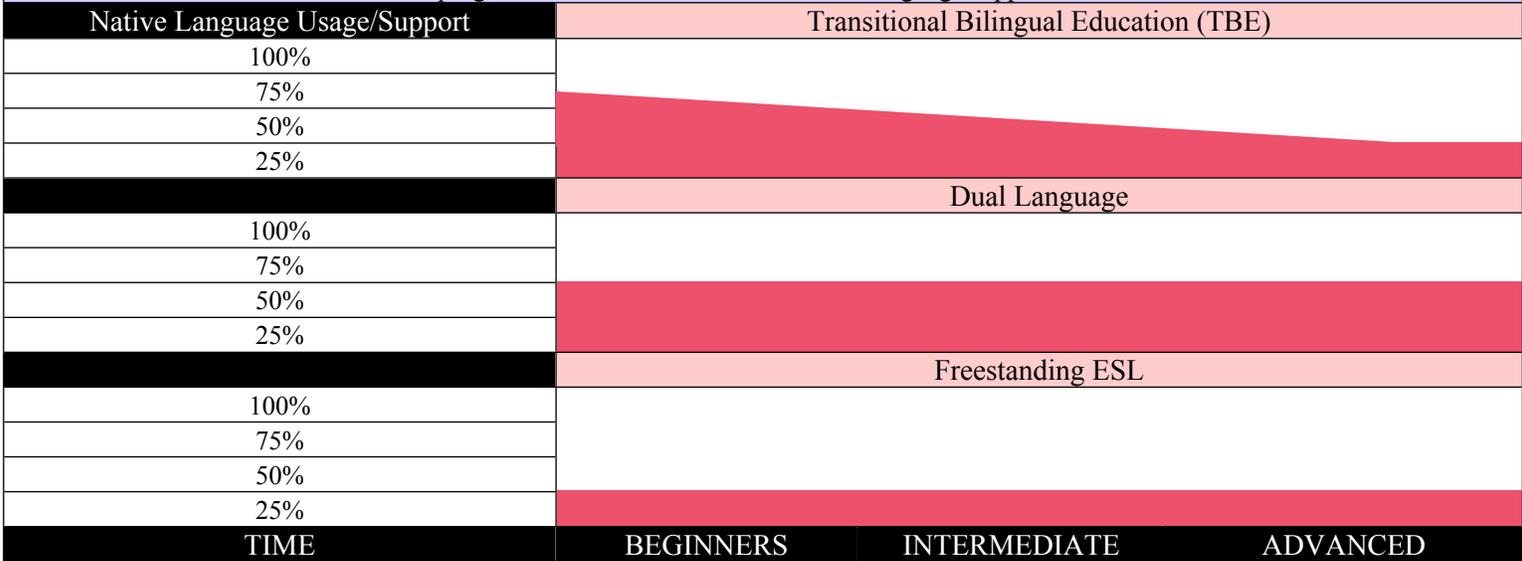
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8- For Native language students we provide equal access to all school activities, communications are provided in Native language. We provide native language content area glossaries and implement the collaborative co-teaching model throughout the content areas. More importantly, in Reading and Writing, we follow the Lucy Calkins TC Readers and Writers Workshop Model and use the Read Works balanced literacy program in our book clubs. Additionally, the use of thinking maps throughout the content areas provides students with a streamlined approach to brainstorming that allows them to develop their ideas prior to writing first drafts, revising, and editing final products. We also provide scaffolds as students begin to read on their own, which feature culturally relevant text and close reading strategies, such as re-reading and predicting, vocabulary analysis, questioning and paraphrasing. These assessments help to identify mastery of skills. Finally, as part of our Tier 1 Response to Intervention Strategies, all students are assessed based on the Common Core Learning Standards, language progressive skills by grade, beginning with elementary school language standards. This is done in an effort to ensure that students receive the necessary intervention to allow them to perform at or above grade level and also the springboard the advancement of more profecient ELLs.

9- The use of the UDL approach allows us to infuse literacy in all content areas, which aides in the accelaration of academic language acquisition in our ELL population. With this program in place, we have developed 2-year ESL plan based on students' data from state examinations, and teacher initiated reading and writing assessments. These assessments consist of a combination of formative assessments in the form of on-demand pieces, extended-response assignments, and grammar quizzex in both Literacy and Writing classes. Additionally, running records reading level assessments are administered twice a year and are consulted when placing students in leveled book clubs and the Saturday Intensive Math and Literacy Institutes.

10 - N/A

11-No programs will be discontinued so far.

12- All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ESL instructor conducted throughout the school day. Use of the ESL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among Ell students. Two such programs are the Saturday Instensive Math and Literacy Institute and the daily after school homework help program.

13- As a school that is focused on fostering the development of Science, Technology, Engineering and Math (STEM), our ELL population is afforded the opportunity to use various online tools to foster their growth and development. A few examples of these online supports are that of the Readworks on-line tutorials, Kids blog, Math Institute games, Google docs, and on-line collaboration between teachers and students. To elaborate, students are encouraged to use the internet to collaborate with one another and to discuss on-going projects with their writing teachers. Finally, all classrooms are equipped with smart boards, chart paper for posting of additional instructions/examples,

laptops, desktops, and printers.

14- Overall, ELLs are provided with push-in ESL instruction through, using a co-teaching model. This affords us the use of small group work in the content areas of Literacy, Writing and Math. We are also in the process of incorporating the read-works literacy development program during book club. We use ESL and UDL strategies in all content areas.

15- All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ESL instructor conducted throughout the school day. Use of the UDL and ESL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students.

16- All new students participate in a mandatory, 5-day, summer bridge program during the month of August. During this program, students are introduced to the school's culture and values, and are provided with an opportunity to build new relationships with teachers and students in a relaxed environment. Students who enroll after the month of August, are provided with make-up sessions and additional support to help them assimilate into the culture of the school, without undermining their own cultural background and values.

17- N/A

### 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

Professional Development Strategies:

Weekly Department and Grade Meetings, During Which Staff Will:

Collaborate and plan instruction

Develop projects and tiered assignments

Collaborate and develop standard based assessments

Attend ongoing workshops for ELL providers

Turn key workshop information acquired in outside Professional Development during PD time allocated for the staff 7.5

Read and discuss professional articles to enhance instructional strategies

Discuss, identify and implement uniform ways of instructing and assessing students

Develop technology based lessons based googledocs and smartboard tools

Discuss the implementation of interdisciplinary vocabulary development and to develop team unit planning

Seek outside professional development as a means of fostering personal growth as it becomes available

Professional development is provided to enhance and augment the delivery of instruction for ESL students

The required 7.5 hours of ELL training is incorporated throughout the year, during monthly Friday PD sessions, as well as weekly grade team meetings. The training sessions are conducted by the certified TESOL instructor. Content area teachers are also encouraged to attend additional ELL training outside the school. ELL training sessions received inside the school are documented by the administration, via meeting and PD agendas.

## 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

TYWLS Bronx strives to raise parent involvement in all school related operations and to expand their knowledge as it relates to the services available within the community for parents and students. Our school secretary, Cristal Goris, currently functions as parent coordinator and coordinates numerous planned workshops, parent/teacher conferences and informational meetings for parents planned and scheduled throughout the school year. Additionally, we work with the Beacon parent-outreach program, which provides various parental workshops, including ESL programs that help to raise the level of parental involvement and sense of community.

The overall goals of all parent activities is to increase their knowledge base about their children's academic development and the resources available to support them. The series of workshops have been established through an annual needs assessment and noted parental concerns. All workshops and activities are centered around their needs and the goal of increasing their participation. A needs assessment survey is distributed to parents at the beginning, by the parent coordinator, and at the end of the school year to establish needs through their input. Additionally, the ESL Coordinator closely monitors the progress of ELL population and places periodic phone calls to the parents of students to inform them of progress, or lack thereof, in the content area classes. This includes failure to complete homework for more than 4 consecutive days, in any content area class, as well as progress demonstrated during unit performance tasks.

# Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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	2		1		3		1		7
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

**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

We used Fountas and Pinnell running records and Writing Rubrics to determine the reading levels and writing abilities of ELL students. The data has guided us in providing instruction targeted to the specific needs of our students. The information helped to inform our school as to the reading and writing trends common among our ELL students. As a result, we have formed book clubs and writing tutorials to assist our students with focus on reading comprehension, word study for phonics, vocabulary development, spelling through direct instruction, and process writing.

The NYSESLAT assessments are used as diagnostic tools to provide a guideline for instructional planning and preparation in the four modalities. We are beginning to meet with colleagues to discuss current trends and research that might be utilized in literacy and content area classrooms. The collaboration amongst teachers and administration has afforded us the opportunity to share research and methodology that best supports our ELLs in their academic and language development. This collaboration among staff along with constant dialogue with students has helped to inform us on establishing the most appropriate assessments that can identify ELL needs and growth. The bilingual glossaries are shared with the content area teachers and parents to provide additional support if needed. The success of the ESL program for ELLs is evaluated by the progress made.

**Part VI: LAP Assurances**

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		2/8/13
	Assistant Principal		2/8/13
Crystal Goris	Parent Coordinator		2/8/13
Julissa Di Lone	ESL Teacher		2/8/13
	Parent		2/8/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		2/8/13
	Coach		
	Guidance Counselor		
	Network Leader		2/8/13
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

DBN: **09x568** School Name: **TYWLS of the Bronx**

Cluster: \_\_\_\_\_ Network: **N562**

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

**Part A: Needs Assessment Findings**

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

During our first meeting with parents in June, we provided parents with NYC DOE Language Preference Form. New students enrolling in September were also provided this form. Our Community Associate verified that each student submitted their form and denoted the home language on ATS.

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

Our findings were: 52 families prefer English, 29 Spanish, 5 Soninke, 2 French and 1 Bambara. This was shared with the school community during a grade meeting, an SLT meeting and PA meeting.

## Part B: Strategies and Activities

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

In order to address the overall needs of our parents, all correspondence is provided in both English and Spanish as this addresses 91% of our family needs. The letter being translated is sent to an in-house staff member for translation one to two days in advance of distribution.

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.

Oral presentations are managed differently depending on the event and the number of members. Most presentations are made in English with an in-house staff member translating into Spanish for the entire audience. On some occasions when the bulk of the audience is proficient and comfortable with English, we assign volunteers to set alongside someone needing translation to translate privately for that individual; this strategy works well for most languages. During smaller conferences such as IEP meetings, we ensure that an in-house staff member is available.

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>.

As described above, we are meeting the parental notification requirements for translation and interpretation services in providing all written material in both English and Spanish which addresses 91% of our families. Oral translations are also done in both languages by in-house personnel.