Department of Education

*Dennis M. Walcott, Chancellor*

# 2013-2014

# COMPREHENSIVE EDUCATIONAL PLAN

# (CEP)

**School Name:** THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF ASTORIA

**DBN (*i.e. 01M001*):** 30Q286

**Principal:** LAURA MITCHELL

**Principal Email:** LMITCHE10@SCHOOLS.NYC.GOV

**Superintendent:** TAMIKA MATHESON

**Network Leader:** REX BOBBISH

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|---|---|---|
| Laura Mitchell | *Principal or Designee | |
| Gerald France | *UFT Chapter Leader or Designee | |
| Betsy Rodriguez | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| Amira Daoud<br>Hamanjali Jagnanan | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| Maura Henry | Member/ Teacher | |
| Katherine Tulley | Member/ Teacher | |
| Rose Dauge | Member/ Parent | |
| Mayra Rivera | Member/ Parent | |
| Tracy Morse | Member/ Parent | |
| Zahia Elamri | Member/ Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# Comprehensive Education Plan (CEP) Requirements

## Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

# CEP Checklist

***All Schools***

| Indicate using an "X" in the box to the left of each section that the section has been completed | |
|---|---|
| **X** | **School Leadership Team Signature Page** |
| **X** | **Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)** |
| | ▪ Annual Goal |
| | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| **X** | **Academic Intervention Services (AIS)** |
| **X** | **Title I Plan (Only for schools receiving Title I funding)** |
| **X** | **Parent Involvement Policy (PIP)** |

# Goal and Action Plan #1

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

***Annual Goal #1***

| Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. |
|---|
| **100% implementation of the *Danielson Framework for Teaching* schoolwide by June 2014.** |

***Comprehensive Needs Assessment***

| Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards. |
|---|
| **Meet the citywide expectation 2013-2014: Implement a new system of teacher evaluation and development.**<br>• **Utilize a common lens for instruction and curriculum, set clear expectations, and provide evidence-based, applicable feedback from frequent classroom observations. Teachers will then know what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice** |

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **A. Strategies/activities that encompass the needs of identified subgroups** |
| **1. Teacher Leaders/Mentors support other teachers toward growth in the competencies through critical friend/inter-visitation relationships (self-reflection and focused feedback using the Danielson rubric).**<br>**2. The framework will be used by teachers on a regular basis as a high quality teaching tool.**<br>**3. Opportunities to improve Teacher Effectiveness:**<br>**a. Lunch and Learns**<br>**b. Identify resources to support teacher understanding of the Danielson *Framework* including videos on ARIS Learn**<br>**c. Conferences / Workshops / Training**<br>**4. Formative observations-frequent classroom visits, actionable feedback, and coaching aligned to the *Framework for Learning*, the Common Core and other standards.** |
| **B. Key personnel and other resources used to implement each strategy/activity** |
| **1. Teacher Leaders/Mentors, Coaches,**<br>**2. Grade/Department Teams, Co – Teachers, Teacher Teams, New Teachers, Critical Friends, School Leader**<br>**3. Teacher Leaders, Coaches, School Leader, Leadership Coach, CFN, YWL Network, DOE, outside vendors**<br>**4. School Leader, Teacher Leaders/Mentors, Coaches** |
| **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| **1. Coaches/Teacher Leaders/Mentors document and monitor growth. Mid-January review and development of differentiated/strategic next steps for individual teachers as well as groups.**<br>**2. Mid-January debrief-Department and Grade/Teacher Teams/Pairs-celebrate successes, identify areas in need of improvement, develop next steps.**<br>**3. Mid-January survey of entire teaching staff as well as coaches regarding resources/opportunities/support/feedback provided as well as needed and why.**<br>**4. Mid-January review of teacher growth and development of differentiated/strategic next steps for individual teachers as well as groups.** |
| **D. Timeline for implementation and completion including start and end dates** |
| **1. August 2013-April 2014**<br>**2. August 2013-April 2014**<br>**3. August 2013-April 2014**<br>**4. August 2013-April 2014** |
| **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity** |
| **1. Common planning time, before/after school per session, coverages, planning days, intervisitations (in –house/other schools)**<br>**2. Common planning time, before/after school per session, coverages, planning days**<br>**3. Common planning time, before/after school per session, coverages**<br>**4. Common planning time, before/after school per session, coverages** |

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | X | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|---|---|---|---|---|---|---|---|---|---|---|---|

List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

***Annual Goal #2***

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

- **40% of ELLs will achieve 75th growth percentile or higher in ELA by June 2014.**

***Comprehensive Needs Assessment***

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

1. **According to the 2012-13 Progress Report, 33.3% of our ELLs achieved 75th growth percentile or higher in ELA.**
2. **As we are a 6-12 school, we are seeking to use innovative and promising best practices that will result in high achievement for ELLs and lead to long-term success.**
3. **To support this work further, we would like to develop and implement an after school curriculum that is aligned to Common Core and appropriately scaffolded for ELLS.**

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

**Program Overview: After-school program will offer ELLs the opportunity to engage in numerous, exciting "New York" activities. It will combine experiential learning, writing and technology to help ELLs both to achieve ELA credits and to pass their Regents exams. Students will attend monthly field trips, reflect on their experiences, and then create an online guidebook to New York City for newcomers.**

1. **Trips: Students will have the opportunity to help design trips, but some initial ideas include: a Broadway show, a Mets game, a symphony concert, a museum visit, a night at the movies, a canoe or kayak trip, and a restaurant meal. Students will assist in arranging all logistical aspects of the trips, including purchasing tickets, planning travel, and choosing destinations. After each trip, students will work on a particular type of writing (based on CCSS Writing Anchor Standards #1-3) for inclusion in an online guidebook.**
2. **Common Core Alignment: In creating their guidebook, students will address all Common Core anchor standards for writing. For example, they will plan, write, revise, and edit persuasive articles advising readers to see (or not see) a particular movie or Broadway show and then post their work in the online guidebook (Writing Anchor Standards #1, 4, 5, 6, 10, 11). Additionally, in May students will have the opportunity to research the history of**

baseball, and of the Mets in particular, before attending a Mets game and writing an informative text on the subject (Writing Anchor Standards #2, 4, 5, 6, 7, 8, 10, 11).

3. Credit Accumulation and Assessment: TYWLS-A uses an outcomes-based curriculum that is aligned across grades. In fact, all Humanities teachers use a group of shared outcomes, allowing students to progress at their own pace. This proposed after-school program will give ELLs the opportunity to meet grade-level standards in their ELA outcomes. For example, by writing a persuasive argument students will address the Plan ("Make deliberate plans, reflect, and persevere in order to achieve goals"), Argue ("Build a case for and defend conclusions reached, based on sound logic and valid evidence") and Communicate ("Make ideas and information understood, mindful of audience, purpose and setting") outcomes. When students are able to demonstrate grade-level standard work in these outcomes, they will be awarded a grade of Meets Standards (or Exceeds Standards). Many of the ELLs at TYWLS-A are missing credits because of classes they failed and made up at summer school in the past (because summer school awards 1 credit, while a full school year is 2 credits). This proposed program offers ELLs the opportunity to make up missing credits, bringing them closer to graduation.
4. College and Career Readiness: Students will become fluent users of technology. They will use iPad minis to conduct research for each trip as well as to publish their online guidebook. They will become well-versed in using technology in a variety of ways: 1) to determine logistics like subway directions and show times (using applications – apps – like Google Maps and Fandango); 2) to improve their writing (using apps like Pages); and 3) to publish their work (using apps like Weebly).

**2. Key personnel and other resources used to implement each strategy/activity**

1. ELL Teacher, chaperones, Teachers across content areas, Coaches, School Leader, CFN, YWL Network, DOE, outside vendors.
2. ELL Teacher, chaperones, Teachers across content areas, Coaches, School Leader, CFN, YWL Network, DOE, outside vendors.
3. ELL Teacher, chaperones, Teachers across content areas, Coaches, School Leader, CFN, YWL Network, DOE, outside vendors.
4. ELL Teacher, chaperones, Teachers across content areas, Coaches, School Leader, CFN, YWL Network, DOE, outside vendors.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

Strategies and activities are happening throughout the year.

1. For baseline data-Writing assessment- October 2013
2. Formative Assessment - February-(between Oct-Feb.- model, practice, revision work
3. Formative Assessment - May-(between Feb. -May.- model, practice, revision work
4. Formative Assessment – June-PUBLISHED WORK

**4. Timeline for implementation and completion including start and end dates**

1. October 2013-June 2014
2. October 2013-June 2014
3. October 2013-June 2014
4. October 2013-June 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Per session, transportation, iPads, Apps., admission fees, instructional supplies
2. Per session, transportation, iPads, Apps., admission fees, instructional supplies
3. Per session, transportation, iPads, Apps., admission fees, instructional supplies
4. Per session, transportation, iPads, Apps., admission fees, instructional supplies

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- **Provide professional development opportunities with staff and connect with the Translation and Interpretation unit to strengthen parent outreach and inform parents regarding school policies and goals, expectations.**

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | X | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|---|---|---|---|---|---|---|---|---|---|---|---|

List any additional fund sources your school is using to support the instructional goal below.

**TL ELL HS - Credit Accumulation Opportunity Grant**

## Goal and Action Plan #3

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

***Annual Goal #3***

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

**All teachers will develop one project-based intensive unit of study aligned with Common Core by December 2013.**

- **Teachers will develop one intensive unit of study (two week long), aligned with Common Core, to ensure rigor and provide students with choice and more individualized pathways for learning**

***Comprehensive Needs Assessment***

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

- **Exposure to an in-depth and rigorous unit of study.**
- **Gain credit towards graduation.**

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. **Provide teachers with a safe space and ongoing support to develop Project Based Learning experiences for all students.**
2. **Teachers will develop outcomes and begin planning using school generated planning tools.**
3. **Teachers will use planning tools to develop intensive units of study to ensure that they:**
   a. **Offer students another opportunity to gain/strengthen skills and show evidence of understanding,**
   b. **Include rigorous instruction and performance tasks aligned with CC,**
   c. **Share common skill-based outcomes with Core classes,**
4. **Ongoing support in this work for all participating teachers.**

**2. Key personnel and other resources used to implement each strategy/activity**

1. **Teachers, Coaches, Teacher Leaders/Mentors, Big Picture, Leadership Coach, School Leader, iZone, YWL Network, CFN, students**
2. **Leadership / Outcomes Team, Big Picture, Coach, School Leader, Teacher Teams**
3. **Teachers, Coaches, Teacher Leaders/Mentors, Big Picture, Leadership Coach, School Leader, iZone, YWL Network, CFN, students**
4. **Teachers, Coaches, Teacher Leaders/Mentors, Big Picture, Leadership Coach, School Leader, iZone, YWL Network, CFN**

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. **August-October- Intensives Team-Collects and reviews Outcomes and planning templates / provide feedback and next steps.**
2. **August-October- Intensives Team-Collects and reviews Outcomes and planning templates / provide feedback and next steps.**
3. **November-Plans reviewed using a school generated rubric to determine rigor and which teachers need further support in planning.**
4. **August-December-Differentiated support (using data collected) provided by Coaches, Teacher Leaders/Mentors, Big Picture, iZone**

**4. Timeline for implementation and completion including start and end dates**

1. **August 2013 to December 20, 201**
2. **August 2013 to October, 2013**
3. **October 2013 to December 20, 2013**
4. **August 2013 to December 20, 2013**

| 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity |
|---|
| **1. Full planning day, coverages, per session**<br>**2. Full planning day, coverages, per session**<br>**3. Full planning day, coverages, per session** |

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **X** | **Tax Levy** | **X** | **Title IA** | | **Title IIA** | | **Title III** | | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

## Goal and Action Plan #4

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

***Annual Goal #4***

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

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **1. Strategies/activities that encompass the needs of identified subgroups** |
| 6. |
| **2. Key personnel and other resources used to implement each strategy/activity** |
| 1. |
| **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| 1. |
| **4. Timeline for implementation and completion including start and end dates** |
| 1. |
| **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity** |
| 1. |

***Strategies to Increase Parental Involvement***

| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
|---|
| |

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Tax Levy** | | **Title IA** | | **Title IIA** | | **Title III** | | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

## Goal and Action Plan #5

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

***Annual Goal #5***

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

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

| Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. |
|---|
| **5. Strategies/activities that encompass the needs of identified subgroups** |
| 6. |
| **6. Key personnel and other resources used to implement each strategy/activity** |
| 1. |
| **7. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity** |
| 1. |
| **8. Timeline for implementation and completion including start and end dates** |
| 1. |
| **9. Describe programmatic details and resources that will be used to support each instructional strategy/activity** |
| 1. |

***Strategies to Increase Parental Involvement***

| All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). |
|---|
| |

***Budget and Resource Alignment***

| Indicate using an "X" the fund source(s) that your school is using to support the instructional goal. | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Tax Levy** | | **Title IA** | | **Title IIA** | | **Title III** | | **Set Aside** | | **Grants** |
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | | | | | |
| | | | | | | | | | | | |

## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

| **Type of Academic Intervention Service (AIS)** | **Type of Program or strategy *(e.g. repeated readings, interactive writings, 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** | • **Portfolio**<br>• **Rubrics**<br>• **Goal Setting**<br>• **Differentiated Instruction**<br>• **Cooperative Learning (small groups/pairs)**<br>• **Consistent and Familiar Routines**<br>• **Graphic Organizers**<br>• **Word Walls**<br>• **Modeling**<br>• **Student Choice**<br>• **Visual and Auditory Instructions**<br>• **Planner** | **Small Group/One on One Instruction**<br>• **One on one Coaching with Advisor**<br>• **Extended Day 2 times per week**<br>• **Lunch/Before-After School Help**<br>• **Ongoing Communication with Parent/Caregiver**<br>• **Flex Time 5 times per week during school**<br>• **Before/After School/Lunch when needed**<br>• **Co-Planning/Teaching with ELL and Special Education Teachers ongoing**<br>• **Planning with Coaches ongoing**<br>• **Frequent Check-Ins with Students** | **Before, during and after school** |
| **Mathematics** | • **Portfolio**<br>• **Rubrics**<br>• **Goal Setting**<br>• **Differentiated Instruction**<br>• **Cooperative Learning (small groups/pairs)**<br>• **Consistent and Familiar Routines**<br>• **Graphic Organizers**<br>• **Word Walls**<br>• **Modeling**<br>• **Student Choice**<br>• **Visual and Auditory Instructions**<br>• **Planner** | **Small Group/One on One Instruction**<br>• **One on one Coaching with Advisor**<br>• **Extended Day 2 times per week**<br>• **Lunch/Before-After School Help**<br>• **Ongoing Communication with Parent/Caregiver**<br>• **Flex Time 5 times per week during school**<br>• **Before/After School/Lunch when needed**<br>• **Co-Planning/Teaching with ELL and Special Education Teachers ongoing**<br>• **Planning with Coaches ongoing**<br>• **Frequent Check-Ins with Students** | **Before, during and after school** |

| | | | |
|---|---|---|---|
| **Science** | • **Portfolio**<br>• **Rubrics**<br>• **Goal Setting**<br>• **Differentiated Instruction**<br>• **Cooperative Learning (small groups/pairs)**<br>• **Consistent and Familiar Routines**<br>• **Graphic Organizers**<br>• **Word Walls**<br>• **Modeling**<br>• **Student Choice**<br>• **Visual and Auditory Instructions**<br>• **Planner** | **Small Group/One on One Instruction**<br>• **One on one Coaching with Advisor**<br>• **Extended Day 2 times per week**<br>• **Lunch/Before-After School Help**<br>• **Ongoing Communication with Parent/Caregiver**<br>• **Flex Time 5 times per week during school**<br>• **Before/After School/Lunch when needed**<br>• **Co-Planning/Teaching with ELL and Special Education Teachers ongoing**<br>• **Planning with Coaches ongoing**<br>• **Frequent Check-Ins with Students** | **Before, during and after school** |
| **Social Studies** | • **Portfolio**<br>• **Rubrics**<br>• **Goal Setting**<br>• **Differentiated Instruction**<br>• **Cooperative Learning (small groups/pairs)**<br>• **Consistent and Familiar Routines**<br>• **Graphic Organizers**<br>• **Word Walls**<br>• **Modeling**<br>• **Student Choice**<br>• **Visual and Auditory Instructions**<br>• **Planner** | **Small Group/One on One Instruction**<br>• **One on one Coaching with Advisor**<br>• **Extended Day 2 times per week**<br>• **Lunch/Before-After School Help**<br>• **Ongoing Communication with Parent/Caregiver**<br>• **Flex Time 5 times per week during school**<br>• **Before/After School/Lunch when needed**<br>• **Co-Planning/Teaching with ELL and Special Education Teachers ongoing**<br>• **Planning with Coaches ongoing**<br>• **Frequent Check-Ins with Students** | **Before, during and after school** |
| **At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*** | N/A | N/A | N/A |

# Title I Information Page (TIP)

**For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.

5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

***Title I Status***

| Indicate with an "X" your school's Title I Status. | | | | | |
|---|---|---|---|---|---|
| **X** | **School Wide Program (SWP)** | | **Targeted Assistance (TA) Schools** | | **Non-Title I** |

## All Title I Schools

***Highly Qualified Teachers (HQT)***

| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
|---|
| **Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and partnerships with university schools of education such as New York University, Columbia University Teachers College, Bank Street College of Education, and Hunter College of the City University. We coordinate and integrate our funding streams to ensure the quality of our program.**<br><br>**Under the Title II program, teacher and principal quality is ensured through recruitment and retention of teachers and principals with the Transition to Teaching Program will be used to recruit and retain mid-career professionals and recent graduates.** |

***High Quality and Ongoing Professional Development***

| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
|---|
| **High-quality and ongoing professional development for teachers, principals, and paraprofessionals that enable all children in the Schoolwide Program to meet the Common Core State Standards:**<br><br>**To ensure that all staff is trained in data analysis and interpretation to improve attendance and instruction, we provide professional development in these areas with the support and assistance of Bridges for Learning Network, iZone Coaches, Literacy Coaches, The Young Women's Leadership Network, ATS coordinators, attendance supervisors and district assessment liaisons.**<br><br>**For new and inexperienced principals and assistant principals, Bridges for Learning support includes extensive research based professional development, on-site technical assistance, buddying in quads with experienced principals and mentoring. For new and inexperienced teachers, the school provides buddy teachers, new teacher training, and mentoring through our Coaching template. Bridges for Learning Network, The Young Women's Leadership Foundation as well as the District.**<br><br>**Our professional development is outcomes-based and directly linked to student needs identified through data analysis as detailed on the school's CEP. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. These strategies include: job-embedded support such as in-class demonstration lessons and modeling of research-based strategies. In addition, we have teachers who meet to discuss and/or research specific issues or questions that assist in developing best practices. Another research-based strategy is intra-visitations; that is, teachers are encouraged to visit and observe other teachers' classrooms so as to learn and benefit from others' expertise and experiences. Coaches have been hired to help teachers generate meaningful data and develop strategies on how to use this data to drive** |

**instruction and improve student performance. Teachers are encouraged to attend conferences and workshops outside of school.**

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

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

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

***Coordination and Integration of Federal, State, and Local Services and Programs***

| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
|---|
| **Funds are utilized to support positive student behaviors and climate. As a parent association approved uniform school, uniforms are supplied for students as well as instructional supplies and opportunities.** |

## SWP Schools Only

***Transition Plans to Assist Preschool Children*** ***(Elementary Schools Only)***

| Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). |
|---|
| |

***Measures to Include Teachers in Decisions Regarding Assessments***

| Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction. |
|---|
| **MoSL Team process was used to make assessment decisions for the school.**<br>**CFN and MoSl Experts provided training for staff in using data to help drive and improve instruction.** |

## TA Schools Only

***Use of Program Resources***

| Describe how the TA program resources will assist participating children to meet proficiency. |
|---|
| |

***TA Coordination with the Regular Program***

| Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day). |
|---|
| |

## Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

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

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

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

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

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

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

**SCHOOL-PARENT COMPACT**

**REQUIRED OF ALL SCHOOLS**

**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## I. School Responsibilities

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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

# Office of English Language Learners
# Grades K-12 Language Allocation Policy
# Submission Form
# 2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

| | | |
|---|---|---|
| District 30 | Borough Queens | School Number 286 |
| School Name TYWLS of Astoria | | |

## B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|---|---|
| Principal Laura Mitchell | Assistant Principal N/A |
| Coach N/A | Coach N/A |
| ESL Teacher Maura N. Henry | Guidance Counselor N/A |
| Teacher/Subject Area N/A | Parent N/A |
| Teacher/Subject Area N/A | Parent Coordinator Sandra Pagan |
| Related Service Provider N/A | Other N/A |
| Network Leader(Only if working with the LAP team) N/A | Other N/A |

## C. Teacher Qualifications

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

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ESL teachers currently teaching in the ESL program. | 1 | Number of certified bilingual teachers not currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 3 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers not currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

## D. Student Demographics

| | | | | | |
|---|---|---|---|---|---|
| Total number of students in school (Excluding Pre-K) | 569 | Total number of ELLs | 19 | ELLs as share of total student population (%) | 3.34% |

# Part II: ELL Demographics

## A. ELL Programs

| This school serves the following grades (includes ELLs and EPs) Check all that apply | K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☒ 7☒ 8☒ 9☒ 10☒ 11☒ 12☒ |
|---|---|

### This school offers (check all that apply):

| | | | |
|---|---|---|---|
| Transitional bilingual education program | Yes☐ | No☒ | If yes, indicate language(s): |
| Dual language program | Yes☐ | No☒ | If yes, indicate language(s): |

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| **Transitional Bilingual Education** (60%:40% → 50%:50% → 75%:25%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| **Dual Language** (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| **Freestanding ESL** | | | | | | | | | | | | | | |
| self-contained | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | **14** |
| Discrete ESL class | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | **4** |
| **Total** | **0** | **0** | **0** | **0** | **0** | **0** | **2** | **2** | **2** | **3** | **3** | **3** | **3** | **18** |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|---|---|---|---|---|---|
| **All ELLs** | 19 | **Newcomers (ELLs receiving service 0-3 years)** | 6 | **ELL Students with Disabilities** | 5 |
| **SIFE** | 2 | **ELLs receiving service 4-6 years** | 6 | **Long-Term (completed 6+ years)** | 7 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

| ELLs by Subgroups | | |
|---|---|---|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 8 | 2 | 1 | 5 | 0 | 1 | 6 | 0 | 3 | 19 |
| Total | **8** | **2** | **1** | **5** | **0** | **1** | **6** | **0** | **3** | 19 |
| Number of ELLs who have an alternate placement paraprofessional: 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** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| SELECT ONE | | | | | | | | | | | | | | **0** |
| **TOTAL** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |

*EP=English proficient student

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

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Number of ELLs by Grade in Each Language Group** | | | | | | | | | | |
| | **9** | | **10** | | **11** | | **12** | | **TOTAL** | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| **TOTAL** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| This Section for Dual Language Programs Only | |
|---|---|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number):<br>African-American: ___ Asian: ___ Hispanic/Latino:<br>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 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 1 | 2 | 1 | **8** |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | **3** |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | **1** |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 1 | 0 | **6** |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | **0** |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | **1** |
| **TOTAL** | **0** | **0** | **0** | **0** | **0** | **0** | **5** | **1** | **2** | **2** | **2** | **3** | **4** | **19** |

# Part III: Assessment Analysis

## Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 2 | 0 | **5** |
| Advanced (A) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | 3 | 2 | 2 | **10** |
| Total | **0** | **0** | **0** | **0** | **0** | **0** | **1** | **2** | **2** | **2** | **3** | **4** | **2** | **16** |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING /SPEAKING | B | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| | I | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| | A | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| | P | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| READING/ WRITING | B | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| | I | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| | A | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |
| | P | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | |

| NYS ELA | | | | | |
|---|---|---|---|---|---|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 1 | 0 | 0 | 0 | 1 |
| 7 | 2 | 0 | 0 | 0 | 2 |
| 8 | 1 | 0 | 0 | 0 | 1 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 |

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | English | NL | English | NL | English | NL | English | NL | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 7 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 8 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS Science | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual (SWD) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| New York State Regents Exam | | | | |
|---|---|---|---|---|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 6 | 0 | 2 | 0 |
| Integrated Algebra | 3 | 0 | 3 | 0 |
| Geometry | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 2 | 0 | 0 | 0 |
| Living Environment | 4 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and | 5 | 0 | 2 | 0 |
| Geography | | | | |
| US History and | 4 | 0 | 2 | 0 |
| Foreign Language | 0 | 0 | 0 | 0 |
| Government | | | | |
| Other | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

| 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   The ESL Inquiry Team analyzes the NYSELAT scores/State Test scores/classroom assessments/ACUITY results of each student. Using collected data, the ESL Inquiry Team discovered that ELL students scored lowest in writing. As a result, Extended Time and the ESL Inquiry Team's work focus on improving student writing across the content areas. A school-wide ELA rubric is used to monitor student progress.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The data patterns reveal that our ELL student population is diverse in terms English language proficiency. The majority of our ELL students are Advanced and many are long-term ELLs. Incoming students in general score Advanced on the LAB-R. This year we had more students test Proficient on the NYSESLAT than ever before. We also noticed that the trend of lower Writing scores on the NYSESLAT continued. We look forward to using the available data to help us plan, set goals, and make informed decisions to help our ELL students in all grade and English proficiency levels further their acquisition of the English language.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   The data reveals that most students are Advanced in terms of listening and speaking while there is a bit more variety among levels in the reading/writing modality. Therefore, patterns discovered across NYSESLAT modalities will aid in the development of targeted strategies to help ELL students increase their acquisition of academic English and further their English language proficiency. Our ESL teacher is currently using the NYSESLAT data to pin-point areas of need for each ELL student. This will allow her to create homogenous groups where students can receive the additional instruction needed to further specific English language skills. It would also allow all content area teachers to be more informed as to their ELL students' needs so they too will be better equipped to help them acquire skills necessary for academic English. Lastly, because our ELL student population is so diverse in terms of language proficiency levels, it is clear that instruction and activities in all content areas should incorporate multiple opportunities for ELL students to further their English language usage in each of the four skill areas.
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   a. ELLs do not perform significantly better or worse in tests taken in English as compared to their native language. This is likely due to the fact that the subject matter covered in the content area classes is all new to the students. They are learning the information in English only and have not been exposed to it in their native languages. As a result, they rely heavily on the English test even when provided with the test in their native languages.
   b. ELL Periodic Assessments are used to drive instruction. We use the data to determine what reading and writing intervention is most effective with the ELL population, as well as how to best differentiate instruction in the general education classroom. The ESL teacher uses the data to determine in which of the four language skills each student needs further instruction. All curricula and lesson planning include the four language skills: speaking, listening, reading and writing. Therefore, these assessments will continue to help us to determine targeted teaching strategies for language acquisition. Using data from the ELL Periodic Assessments it was deternmined that the ELL students scored lowest in writing. As a result, Extended Time and the ESL Inquiry Team's work focus on improving student writing across the content areas. A school-wide ELA rubric is used to monitor student progress.
   c. We are using our Periodic Assessments to measure and clearly define our individual ELL students' needs for the upcoming statewide exams. We are also learning how to better track their progress and gains made over the course of the year. The native language is used in terms of allowing the use of bilingual glossaries and native language tests during content area assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Not Applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?
   All TYWLS staff are trained in ESL teaching methodologies by our ESL teacher, Maura N. Henry. She begins every year with a refresher session on language development. Teachers also use multiple means of representing information including visual aids,

repeated oral instructions along with written instructions, TPR, sentences frames, graphic organizers, leveled texts, and choice whenever possible, all of which allow ELLs to meet the content at their current language level.

7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

    Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

# Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)

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

    In the event that a new arrival ELL student is able to comply with our new student enrollment protocol, we follow the procedures outlined by the DOE. Our ESL teacher, Maura N. Henry, is a certified, tenured ESL teacher in her sixth year of working in the New York City Public School system. She administers, upon enrollment, the Home Language Identification Survey (HLIS) to the parents in order to determine the student's home language. An oral interview is then conducted with the student, and we provide translation services as necessary. If the HLIS and oral interview determine that English is not the students' dominant language, Ms. Henry then administers the Language Assessment Battery-Revised (LAB-R) to the student to determine her English language proficiency and her eligibility for mandated English language services. All new entrants that are LAB-R eligible are tested within the first ten days of initial enrollment. Based on the results of the LAB-R, Ms. Henry works in conjunction with the Parent Coordinator as well as school administration to provide parents and families with an orientation session in which they are given information regarding the different ELL program choices (Transitional Bilingual Education, Dual Language, Freestanding ESL) and to explain that TYWLS of Astoria offers a Freestanding ESL program with English language services that are provided by a certified ESL teacher who uses push-in, pull-out, and self-contained services. Parents and families of ELLs are able to ask questions, view the online film detailing the choices, and learn more about the ELL services offered at TYWLS. The ESL teacher and the Parent Coordinator also work together to ensure that the family of the newly enrolled student is satisfied with the available options at TYWLS of Astoria, providing them with translated documents and materials as needed. Translation services are

provided as needed throughout the entire ELL Identification process. Lastly, parents are given the Parent Survey and Program Selection Form to be collected at the end of the session. Each of these steps occur within ten (10) school days of the student's enrollment at TYWLS of Astoria.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Currently, parents receive information from Ms. Henry, our certified ESL Teacher, regarding the ESL services offered at TYWLS of Astoria at the school Open House prior to enrolling their student in the school. Once enrolled, parents also have the option to receive more information during individual ELL parent-teacher conferences. Information is provided to them in both English as well as their native language, using the translation services offered by the DOE as needed.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
Letters of continued entitlement are sent to parents/caregivers in English as well as their native language explaining the program offered at TYWLS of Astoria and inviting parents to communicate with our ESL Teacher should they have any concerns regarding the type of program in which their daughter has been placed. Ongoing communication between all teachers and families is encouraged in order to collaboratively set goals that will meet the needs of their daughter.

   We have never experienced an issue with families returning the Parent Survey and Program Selection forms and initial entitlement letters at the ELL parent orientation. Should forms not be returned within ten (10) school days, the ESL teacher would call the parents/caregivers to remind them to return the form and inform them that their daughter will be placed in the school's existing Freestanding ESL program. If this problem persisted, the Parent Coordinator would contact the family to find out how we would be able to assist them in getting this paperwork returned in a timely manner.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Due to the nature of our lottery process, ELLs who are not new arrivals are identified by Ms. Henry using data provided by ATS at the start of each school year. Once all ELLs have been identified, Ms. Henry examines NYSESLAT and other state testing results, previous year teacher reports, and other performance data to determine what type of class best suits the students needs. Currently there are self-contained ESL-ELA classes, a self-contained ESL-Humanities class, and a discrete ESL class. Due to the size and nature of our ELL student population as well as the diversity of languages spoken, a dual language program is not a viable option. The ESL teacher informs parents of their daughters' continued entitlement via letters sent to the ELL students' homes, in both English as well as the home language. Furthermore, parents are informed of the structure of the ESL program at the school-wide open house and orientation as well as within individual conferences. Native language materials and translation services are provided as necessary.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The New York State English as a Second Language Achievement Test (NYSESLAT) is administered by Ms. Henry to all ELL students as identified using the RLER report on ATS at TYWLS of Astoria. The NYSESLAT is administered each spring of each school year. Ms. Henry ensures that ELL parents, students and teachers are informed about the exam prior to its administration.

She also works with content area teachers to find appropriate times where ELL students can be pulled-out and administered the exam. The speaking section of the test is administered to students individually, while the listening, reading and writing sections are administered to small groups of ELL students, according to their grade levels.

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

The general trend among parents is that they prefer for their children to be pulled out as little as possible from core academic classes for ESL instruction. They want self-contained ESL services that follow the same curriculum as their non-ESL, grade level counterparts. Based on the information provided by ATS, 19 out of 19 parents have requested a Freestanding ESL program.

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

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

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

TYWLS of Astoria has a free standing ESL program serving 19 ELL students in grades 6-12. The program is mainly organized as a self-contained program in which the ESL teacher follows the Common Core State Standards of both ELA and Social Studies content in order to provide explicit ESL instruction and academic language support as needed. The ESL teacher works with ELLs in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. A discrete ESL class is offered to Advanced level high school students for academic language support, particularly in the area of writing. The ESL teacher meets with ELA and Social Studies instructors to discuss lessons, assessments, content and scaffolding of materials and instruction on an ongoing basis.

Middle school ELL students are organized into one self-contained, ungraded Humanities class with heterogeneous levels. High school ELL students are organized into one of two self-contained ungraded ELA class or one discrete ESL class, all with heterogeneous levels. In other classes, students in all grades participate in various group activities and projects. Within these cooperative learning groups, ELL students are paired with students who have higher levels of English proficiency in order to develop both personal and academic communication skills (BICS and CALP).

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The principal and ESL teacher review ELL schedules to ensure that all students are receiving services according to their English proficiency levels as designated by the NYSELAT. Explicit ESL instruction is delivered in self-contained and discrete ESL classes where vocabulary study and bilingual glossaries, as well as reading, writing, speaking and listening are emphasized in order to promote academic English language development. Currently, all middle school ELLs receive 500 minutes of ESL service per week regardless of ESL level. Intermediate high school students receive 450 minutes of ESL service per week in both both self-contained and discrete ESL classes. Advanced high school receive 250 minutes of ESL service per week in self-contained ESL classes. Many of these students meet with the ESL teacher after school where they receive extra targeted instruction.

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

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 foster language development and meet the demands of the Common Core Learning Standards.

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

This year, to assist students in meeting the demands of the Common Core State Standards, ELL students are enrolled in self-contained ESL-ELA or ESL-Humanities classes. This allows Ms. Henry, the ESL teacher, to provide scaffolding and explicit instruction following the CCSS for ELA and Literacy. These standards are of course being addressed in all content area classes, so the work done in the self-contained ESL classes is essential to the students' learning across the content areas.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   ELLs are able to take standardized tests in their native languages, while also being provided with the English-language version of the test. They can also use native language glossaries on content area assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   TYWLS teachers develop curriculum that aligns with the new Common Core State Standards. The ELA standards are broken into 4 sections: Reading (both Literature and Informational), Writing, Speaking and Listening, and Language. By creating units that are directly associated with these standards, teachers of all content areas ensure that the four language modalities will be evaluated throughout the year.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. What we do:
Speak clearly and enunciate.
Be aware of how many idioms and how much abstract language we use.
Explain first in simple terms, then transition into and model formal academic language.
Provide directions and explanations orally and in writing.
Pre-teach vocabulary.
Bring in visual aids, graphics and objects.
Prepare alternate examples.
Learn about students' cultures and languages.
Break down tasks into steps.
Provide access to texts which are less language dense.
Use a variety of technology.
Switch up pairings and group work.
Use block letters not cursive.
Provide everything in advance.
Provide models for the students to follow.
Talk to students about what they are doing to learn.
Provide options for assessment.

What students can do and what we encourage them to do:
Students can have more time.
Students can use their native languages.
Students can use prior knowledge.
Students can explain material orally, in writing or through demonstration.
Students can use dictionaries, translators, and computers.
Students can ask questions and talk to teacher discreetly in class, after class or after school.
Students can write multiple drafts.
Students can get help from pull out sessions, peers, and other teachers.

We also administer reading and math diagnostics to assess where the student has left off in formal instruction. Additionally we have the Speech and Language teacher see them on an "at-risk" basis, provide counseling and life/study skills curriculum, provide family with after school programs and community services to assist in transition.

b. We have a total of eight students who have been receiving services in US schools for less than three years. These students

receive ELL services through self-contained ESL classes. They also meet with the ESL teacher after school on a weekly basis in order to receive as much additional targeted English language instruction as possible and therefore expedite their acquisition of academic English. Newcomer ELLs taking Regents exams are provided with bilingual glossaries and given extended time on the exam. They also receive instruction in order to familiarize them with the procedures and expectations of the exams.

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

d. We currently have six Long-Term ELLs. These students are nearly fluent in English and require instruction which develops vocabulary and stronger writing skills. As with all students, these students also benefit from QTEL strategies used in their content area classes. The inclusion of multiple opportunities for reading, writing and speaking in English into each content area help to address long term ELLs' evolving needs.

e. We currently have 27 former ELLs at TYWLS. These students have tested proficient on the NYSESLAT within the past 2 years, and they are afforded time and a half on all assessments, both state and local measures. Additionally, they are encouraged to use bilingual glossaries and dictionaries in all classes. Student progress is closely monitored through the online grading system and grade team meetings and a total of 4 mandatory check ins with the ESL teacher are scheduled to ensure that they are on track to graduation. Soon, recent former ELLs will join current ELLs in having the opportunity to use iPad minis in their classes to enhance their learning experiences.

7. 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?
   Teachers of ELL-SWDs use many of the aforementioned strategies, such as QTEL and literature circles. These teachers also use vocabulary strategies such as Amplification, in which students use synonyms to increase depth of word knowledge, and Comoplex Sentence Breakdown, in which complex sentences are split into shorter, simple sentences to derive meaning from complex content-area texts.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   We currently have five ELL-SWDs. These students receive additional supports, as mandated by their Individualized Educational Plans, in their regular classes and in a resource room setting. In addition to the extra language instruction that is mandated for different levels, we provide a resource room setting where the student can work individually with a special education teacher to identify and work on areas of need. The Resource Room teacher works collaboratively with student's ESL and ELA teachers to ensure that language acquisition, with appropriate modifications, is emphasized throughout the student's school day.

**Courses Taught in Languages Other than English**

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

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

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

| 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:<br>• classes that are taught in English using books in the native language<br>• heritage classes<br>• foreign language (LOTE) classes |

| | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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

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

## Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | | |
|---|---|---|---|
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
   The intervention services offered to ELL students in all content areas including ELA and Math at TYWLS of Astoria include: Extended Time, differentiated instruction, small group work, discovery process, rubrics, portfolios, student choice, professional development for teachers. Each of these interventions is offered in English in all content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Our program's effectiveness can be measured both qualitatively and quantitatively. Before hiring a full-time ESL teacher, just 4% of our ELLs tested Proficient on the NYSESLAT. This past year 40% of our ELLs tested Proficient on the NYSESLAT, up from 15% the year before, Ms. Henry's first year at TYWLS. Additionally, our ELLs have improved performance in their content area courses and increased their self-confidence. Now it is not unusual for ELLs to speak up in class discussions or to approach the administration with questions and requests – they have become advocates for themselves.
11. What new programs or improvements will be considered for the upcoming school year?
    This year TYWLS of Astoria's ELLs will have the opportunity to participate in an exciting, new experiential learning program after school and on weekends. Our ESL teacher has secured a grant from the Office of ELLs which will offer ELLs the opportunity to engage in numerous, exciting "New York" activities. It will combine experiential learning, writing and technology to help ELLs both to achieve ELA credits and to pass their state and Regents exams. Students will attend monthly field trips, reflect on their experiences, and then create an online guidebook to New York City for newcomers.
12. What programs/services for ELLs will be discontinued and why?
    None.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are encouraged to become active participants in all aspects of the school community. They receive support from the ESL teacher as well as content area teachers and advisors on a daily basis. A number of after school activities are offered to all students such as Drama Club, chorus, Save the Manatee, basketball, tennis, Spelling Bee, South Asian Youth Action, Muslim Student Association, and track. Furthermore, the ESL teacher and content area teachers are available after school hours to provide any additional support as needed. Students also have two periods per week called Academic Accountability to work on their outcomes. Teachers use outcomes to group students and provide targeted instruction.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    ELL students receive instruction that incorporates QTEL activities and encourages collaborative language learning. Students read a variety of genres including non-fiction, realistic fiction, plays, myths, legends, poetry, newspapers and biographies as well as multicultural literature. In each room, we have classroom libraries with various levels of reading material. All ELA classes for all grade levels require that students actively participate as members in Literature Circles. Furthermore, strong focus on the writing process helps to hone and strengthen students' writing in all content areas. ELL students are assigned Acuity work to identify areas in need of improvement and to help strengthen skills in all aspects of English language acquisition. All content teachers use materials such as glossaries, booklists provided by the ESL teacher, and instructional and language websites, as well as QTEL activities and strategies such as jigsaw reading, accountable talk, graphic organizers and concept mapping to support ELL students in their learning and differentiate their own teaching. Technology courses are offered as elective courses, and students are encouraged to do online research for school related projects and assignments. Beginning this year, ELLs and recent former ELLs will have access to iPad Minis to use in all of their classes. The ESL teacher will provide instruction in the use of the iPad Minis and appropriate applications (apps) for students to use. We anticipate students using apps such as a picture dictionary, GoogleEarth, iTalk, Whiteboard, Corkulous, Weebly, Builder apps, and more. The iPads will support language development while at the same time provide appropriate scaffolds to content area learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    ELL students are supported by all content teachers including our one certified ESL teacher. Students' Native Languages are supported by the use of bilingual glossaries and dictionaries. We also provide our students with textbooks and materials in their native languages when appropriate and available. Students are encouraged to communicate and write in the native language when they feel they are better able to express themselves in that language. Our ESL teacher is able to support Spanish-speaking ELLs in their native language as needed in order to scaffold instruction.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    ELLs' ages and grade levels are taken into consideration in terms of resources and materials. We try to ensure that the materials used by ELL students are age appropriate and theme based. We look for high interest, low readability texts, such as graphic novels, in the ELA and Humanities classrooms so that ELLs can access material at their level without sacrificing interest or suitability.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    All students new to TYWLS of Astoria participate in an orientation session prior to the beginning of school. In these orientations sessions, students and their families receive information about the school. This is also an opportunity for all newly enrolled students to meet one another and begin to form relationships with other students, teachers and staff members. Additionally, Summer Bridge is a program that welcomes new students to TYWLS in a summer camp-like atmosphere. Current students lead incoming students in fun activities that help them get to know TYWLS and its students.
18. What language electives are offered to ELLs?
    All students in 8th grade take Spanish four to five days per week. French and Italian are offered to all students as after school classes.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Not Applicable

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development activities planned for all content teachers, the parent coordinator and ESL teacher include ELL requirements and the needs of ELL students across the content areas. All staff members are involved in the planning and implementation of these sessions. Using data from the NYSESLAT, ELA State test results and classroom assessments, the broad undercurrent of our professional development this year is Literacy, specifically writing across the content areas.
Topics will include:
• Understanding by Design.
• Differentiated Instruction.
• The NYSESLAT and the data it provides. How do we use this data to drive instruction for ELL students?
• Scaffolding instruction for ELL students.

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

Currently we do not have a guidance counselor.

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

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

2. In adopting the CCSS, all teachers are encouraged to take advantage of the Curriculum Materials available through the NYSED. Additionally, all teachers are xpected to attend at least one professional development workshop related to the CCSS. Such workshops are offered by the NYSED, the NYC DOE, and our network Bridges for Learning. Ms. Henry, our ESL teacher, will be offering a professional development luncheon regarding ELLs and their engagement in the CCSS.

3. As a 6-12 school, we aim to make the transition from middle to high school as automatic and seamless as possible for our students who wish to continue their education at TYWLS of Astoria. Last year we scheduled an information session for parents to discuss high school requirements, Regents and the college process. We also developed a number of workshops for the girls. Themes of workshops included self-esteem, hopes and fears, friendships and high school expectations.

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

4. Our goal is to provide staff with ELL PD during these monthly staff meetings and staff lunches:
Introducing our ELLs! (September 18, 2013 – staff lunches)
Including ELLs in Whole-Class Conversation (October 2, 2013 – staff lunches)
Looking at ELL Data (week of Oct. 28-Nov. 1, 2013 – staff lunches)
Building Vocabulary for ELLs (week of Jan. 6-10, 2014 – staff lunches)
Supporting Our ELLs regarding State Testing (March 3, 2014 Staff Meeting)
ELLs and the Common Core State Standards (week of April 7-11, 2014 – staff lunches)
Supporting Our ELLs in the Writing Process (May 5, 2014 Staff Meeting)

## D. Parental Involvement

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

1. SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS:

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

Translation services include:

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

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

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

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

Parent involvement activities include:

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

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

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

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

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

plan, which is the culmination of discussions with all constituencies.

HOW WE WILL ASSESS THE EFFICACY OF OUR PARENT INVOLVEMENT PLAN:
This will be addressed by monitoring the attendance of parents of all school functions and by asking for feedback from the parents. To this end, we have established an interactive box on the website so that parents can communicate at any time with the administration or the parent teachers association.

HOW WILL WE INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL-PARENT COMPACT?
The Compact developed after a series of meetings between the parents and the administration. A meeting was held over the summer with the outgoing Executive Board. Subsequently, a general Parent Teachers Association meeting was held to elect a new Executive Board and new Title I parent representatives. There was another general meeting and open forum for parents and the parent members of the School Leadership Team were elected. Following that, at the next Executive Board Meeting, the School Parent Compact was developed.

HOW WE WILL INVOLVE PARENTS IN THE DEVELOPMENT AND APPROVAL OF THE SCHOOL PARENT INVOLVEMENT PLAN:
The School Parent Involvement Plan evolved in the same manner as the School Parent Compact, through a series of general and executive board meetings wherein the parents' voices were heard.

2. Through a new Parent Association meeting format this year, parents of all students will be provided numerous workshops related not only to their child's growth and learning but also to their own. For example, at the first PA meeting, parents had the opportunity to learn how to access our online grading system and to explore math through fun games, among other workshops. Parents of ELLs particularly appreciated the workshop on encouraging a child's reading life because the facilitator, a former ELL herself, encouraged parents to read with their children in the native langauges. At future meetings, organizations such as the Queens Library and the NYFD will be providing workshops on technology and safety themes.

3. We use collected data to assess parent needs to ensure that all parents are provided with the information and workshops/training they need to be an integral part of their daughter's education. Through this data we are also able to determine written translation and oral interpretation needs.
• Parent Survey
• Home Language Identification Survey
• Emergency Blue Card
• ATS reports
• Advisory Phone Calls

4. Highly focused trainings/workshops/meetings are planned based on data collected from parent surveys, SLT/PA meetings, Advisory phone calls, ATS reports and informal conversations with parents. Workshops/Training/Meetings include Grade-specific Parent Meetings, JumpRope (new grading system), High School Application Process/Specialized High Schools, Student-Led Conferences, Learning Leaders, Parent Book Club.
The aforementioned PA format also addresses parent needs while encouraging parent involvement.

## E. 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.

# Part VI: LAP Assurances

| School Name: TYWLS of Astoria | | School DBN: 30Q286 | |
|---|---|---|---|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Laura Mitchell | Principal | | 10/7/13 |
| | Assistant Principal | | 1/1/01 |
| Sandra Pagan | Parent Coordinator | | 10/7/13 |
| Maura N. Henry | ESL Teacher | | 10/07/13 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

# LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

**DBN:** 30Q286 **School Name:** The Young Women's Leadership School

**Cluster:** 101 **Network:** Bridges for LearningThe following t

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

## Part A: Needs Assessment Findings

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

The following tools are used to determine primary language spoken by each parent:
-Parent Survey
-Home Language Identification Survey
-Emergency Blue Card
-ATS reports
-Advisory Phone Calls

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

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

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

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

**Part B: Strategies and Activities**

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

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

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

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

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

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

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

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

TRANSLATION REQUIREMENTS
-Centrally/Regionally Produced Communications-Timely distribution of these documents to parents/guardians that have been identified by the Translation and Interpretation Unit to contain information regarding their child's education. For example:
-Registration, application and selection.
-Standards and performance.
-Conduct, safety and discipline.
-ELL/Special education and related services.
-Transfers and discharges.

School will provide parents/guardians whose primary language is a covered language with a translation of any document that contains individual, student-specific information, but not limited to a student's
-Bill of Rights and Responsibilities
-Health
-Safety
-Legal/disciplinary matters
-Entitlement to public education or placement in any special education ELL or non-standard academic program and
-Permission slips/consent forms.

When the Translation and Interpretation Unit, our school, or central/regional office is temporarily unable to provide required translation into one or two covered languages, we will provide a cover letter/notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation/interpretation of such document.
-School will hire a translator or ask for a volunteer (parent/staff member) to translate for parents during school meetings and one-on-one meetings.

NOTIFICATION REQUIREMENTS
-TYWLS of Astoria is responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain services.
-TYWLS of Astoria will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

-TYWLS of Astoria's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the schools' administration offices solely due to language barriers. Oral/written interpretation services posted in main office and lobby.

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