

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF BROOKLYN  
**DBN (i.e. 01M001):** 14K614  
**Principal:** TALANA BRADLEY  
**Principal Email:** TBRADLEY@TYWLSBROOKLYN.ORG  
**Superintendent:** AIMEE HOROWITZ  
**Network Leader:** DEREK JONES

**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
Lani Macadangdang	*Principal or Designee	
Rebekah Corace	*UFT Chapter Leader or Designee	
Michele Griffith	*PA/PTA President or Designated Co-President	
Maggie Bacon	DC 37 Representative, if applicable	
Neah Straker Nia Johnson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Massawa Stevens	Member/ Teacher and Chairperson	
Cristina Jacobs	Member/ Assistant Principal and Secretary	
Nita Stevenson	Member/ Parent	
Abigail Williams	Member/ Parent	
Regina Milan Bittle	Member/ Parent	
[Dina Straker	Member/ Parent	
	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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

All teachers will explicitly teach close reading strategies across all content areas using rigorous texts. Lead literacy teacher will provide support for all students by coaching teachers in teaching close reading strategies. Her classroom will also serve as a model classroom.

### 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.

On last year's NYS ELA exams, our English Median Adjusted Growth Percentile was 64.0%, 6% points up from the previous year. This is above the city average, and we would like to continue to see growth. We found that our students perform better when prompted by their teachers to closely read directions and texts. Additionally, according to last year's progress report, 17.3% of our students are performing at Level 3 or 4 in English and the average student proficiency is 2.47. We want to see our average proficiency rating increase to at least 2.7 and have at least 40% of our students performing at Level 3 or 4. We feel that explicitly teaching our students close reading strategies across all disciplines, they will move towards attaining this goal.

### 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. Work with administration and teachers to identify students and analyze data for sub-groups
2. Improve the standards-based grading system and use the data to target instruction
3. Provide professional development on the effective development of outcomes based on standards
4. Facilitate professional development on the use of the MoSL, Teachers College Reading and Writing Project Assessments, teacher-created assessments and performance tasks, and embedding the CCSS into curriculum maps, unit plans, Danielson Domain 3 and final assessments
5. Ensure that baseline assessments are administered and use assessment evidence to target specific students in need of Academic Intervention Services and to set student goals across all sub-groups
6. Engage all teachers in the inquiry process during department professional learning team meetings
7. Work with schools teams on developing the inquiry process and the implementation of close reading in all content areas
8. Identify students who are in jeopardy of failing and not meeting standards and create intervention plans that are shared with families at the end of each marking period
9. Implement an before school/afterschool program to support the lowest third of our students and those students in the city's lowest third
10. Provide professional development geared towards incorporating the Common Core State Standards and implementing the use of Danielson components
11. Hire a consultant to support staff in incorporating close reading strategies and the Danielson components
12. Use Department Leader Meetings to support teachers around development of close reading strategies in each content area, unit objectives, lesson plans and year-long goals
13. Provide teachers with the opportunity to review, and share best practices in utilizing close reading strategies
14. Implement Inquiry Exploration Week in which students will have the opportunity to explore a wide range of non-fiction texts

#### B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Lead teachers, department leaders, Consultants

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

1. Data from sub-groups, inquiry process, before school/afterschool programs

#### D. Timeline for implementation and completion including start and end dates

1. See above

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

1. See above

***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).

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

***Budget and Resource Alignment***

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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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.

Develop and lead the inquiry program, small group instruction work and support teacher development to improve student achievement.

### **Comprehensive Needs Assessment**

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

As a professional learning community, we have identified teacher professional development as an integral component to improve instruction. Embedding high quality and on-going professional development for teachers around assessment practices will help teachers identify student needs for small group instruction and enable our students to meet New York State's academic 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.

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

1. Complete first round formal observations by November 7th
2. Refine instructional focus to address Assessment Practices
3. Develop a PD goals and benchmarks with the PD Planning committee (teachers, lead teachers, administrators) to provide teacher development opportunities in unit planning to ensure assessments are aligned to unit goals and standards, as well as assessment practices and analysis
4. Develop professional development calendar that includes advisory teams, grade teams, content area teams, inquiry work, collaborative team teaching and study groups
5. Conduct Instructional Walkthroughs with teachers and members of the PD Planning Committee focused on assessment to collect best practices across the school, identify trends, and areas of need for professional development
6. Develop school-wide rubrics for discussion and argument writing to support teachers in norming expectations and assessment of these skills across content areas
7. Ensure that teams are spending time analyzing assessment results to inform small group instruction needs
8. Develop teacher leaders to support their teachers in implementation
9. Engage staff members in rounds of mini inter-visitations and provide their colleagues with feedback
10. Provide professional development onsite and offsite
11. Empower teachers to lead professional development and support their colleagues (PD planning committee members and other teachers)
12. Work with Principal, teacher leaders, TC consultant and staff to facilitate study groups focused on teacher needs
13. Coach teachers using the Danielson continuum
14. Provide specific next steps for component 3d (using assessment in instruction) through the observation process
15. Have teachers reflect on and self-assess their progress using the Danielson continuum and plan next step

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

1. Principal, Lead teachers, department leaders, teachers, Consultants, Danielson rubric, self-assessment, PD Planning Committee

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

1. Feedback aligned to the Danielson rubric
2. School wide inclusive professional development plan
3. Benchmarks for professional development plan

- 4. Mini peer –intervisitation process including feedback
- 5. Classroom walkthroughs

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

- 1. See above.

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

- 1. See above.

***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).

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

***Budget and 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	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

### 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.

Using school-wide rubrics, all teachers will present clear assessment criteria so that students can self-assess throughout a unit, including on formative assessments, discussions and summative performance tasks; teachers will use these rubrics to in order to track student progress and provide the feedback they need to improve their performance.

#### **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.

During the first round of observations (completed November 2014), 48% of teachers were rated developing using the Danielson Rubric.

During the first Instructional Round conducted in November 2014 focusing on Assessment (3d), evidence of students' self assessing against clear assessment criteria was inconsistent across grades and content area.

#### **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. By the end of the first semester, 70% of teachers will have planned their Inquiry in the Classroom unit using the TYWLS Unit Plan 3.1 template and received feedback on the performance task and rubrics.
2. Co-planning teams will use the ICT Planning guide to identify low, on-target, and high performing students, and develop specific interventions and extensions for the unit.
3. By the end of the first semester, the PD planning committee will develop and identify school-wide rubrics/assessment criteria for argument and discussion/group work; the team will develop and roll out plan for the second semester. (Plan completed by 1/30 to be rolled out the week of 2/9/15)
4. By June, 70 % of unit plans from December 2014 - June 2015 will follow the TYWLS Unit Plan 3.1 template, with an emphasis on performance tasks and rubrics .
5. By June, 70% of teachers will be rated effective/highly effective in Danielson component 3d.
6. By June, evidence of increases in opportunities for students to self-assess and be coached by teachers based on assessment criteria across grades and content will be observed in the Midyear and End of Year Instructional Rounds process and Observation process.
7. Provide PD onsite and offsite based on formative observations, conferences, and student work.
8. Conduct classroom walkthroughs with administration and teaching staff.
9. The Professional Development Committee will provide workshops to support to on develop student friendly content and skill based rubrics.
10. Empower teachers to lead professional development and support their colleagues.

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

1. Principal, Assistant Principals, PD Planning Committee, Lead teachers, Department leaders, Consultants, Danielson rubric, teacher self-assessment, mini inter-visitation

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

1. Formal observations
2. Feedback from Instructional Rounds
3. Teacher reflections from professional development and workshops
4. Teachers reflect and self-assess their progress in the use of Danielson rubric

##### **D. Timeline for implementation and completion including start and end dates**

1. See above.

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

Department and Grade Team Leaders are paid per session using FSF as they facilitate their departments and grade teams implementation of Danielson and the CIE.

1. Lead literacy teacher position is funded FSF as she provides support for all students by coaching teachers in teaching close reading strategies. Her classroom also serves as a model classroom.

#### **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).

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

***Budget and 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	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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## 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.

80% of students in grades 6-8 will show improvement in their reading and writing using the MoSL assessments, ELA Performance Assessments, by June of 2015.

### **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.

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

1.

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

1. Principal, Assistant Principal, Lead teachers, Department and Grade team leaders, teacher team meetings, ELA Performance Assessments Rubrics

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

1. Analysis of student writing using a school wide rubric for argument writing  
2. Growth observed during mid year benchmark assessments

#### **D. Timeline for implementation and completion including start and end dates**

1. By February 2015, 60% of students in grades 6-8 will show improvement in their reading and writing using teacher created ELA MoSI benchmark assessments.

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

1. Department and Grade Team Leaders are paid per session using FSF as they facilitate their departments and grade teams implementation of Danielson and the CIE.  
2. Lead literacy teacher position is funded FSF as she provides support for all students by coaching teachers in teaching close reading strategies. Her classroom also serves as a model classroom.

### **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).

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

### **Budget and 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
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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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>

### **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).
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### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Reading and writing interventions according to Teachers College Reading and Writing Program, and general support on class work and homework based on in-class performance and assessment data.</li> <li>• Students identified based on Spring 2013 Math and ELA scores are assigned to support services. Teachers provide interventions from the Curriculum Associates Strategy Specific Reading and Math intervention materials. (6<sup>th</sup>-8<sup>th</sup> grades)</li> <li>• Differentiated instruction based on needs of individual learners</li> <li>• AP English Language and AP English Literature</li> <li>• SAT Prep</li> <li>• Regents Prep</li> <li>• Literacy Seminars</li> <li>• iMentor</li> <li>• Inquiry in the Classroom Week</li> <li>• TC Literacy Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• One period per week (in school)</li> <li>• Before school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Computation and problem-solving interventions according to Teachers College Reading and Writing Program, and general support on class work and homework based on in-class performance and assessment data.</li> <li>• Students identified based on Spring</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• One period per week (in school)</li> <li>• Before school</li> </ul>

	<p>2014 Math and ELA scores are assigned to support services. Teachers provide interventions from the Curriculum Associates Strategy Specific Reading and Math intervention materials. (6<sup>th</sup>-8<sup>th</sup> grades)</p> <ul style="list-style-type: none"> <li>• Differentiated instruction based on needs of individual learners</li> <li>• SAT Prep</li> <li>• Regents Prep</li> <li>• Numeracy Seminars</li> <li>• iMentor</li> <li>• Inquiry Exploration Week</li> <li>• New Visions/TC Math Coach</li> <li>• Math for America</li> </ul>		
<b>Science</b>	<ul style="list-style-type: none"> <li>• Differentiated instruction based on needs of individual learners</li> <li>• Regents Prep</li> <li>• Earth Science and Living Environment Seminars</li> <li>• Forensics</li> <li>• A.P. Biology</li> <li>• iMentor</li> <li>• Inquiry Exploration Week</li> <li>• Science for America</li> <li>• Peer Health Exchange</li> <li>• BioBus- Experiential application of science content</li> <li>• Computer Science Class</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• One period per week (in school)</li> <li>• Before school</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Regents Prep</li> <li>• Global History Seminars</li> <li>• iMentor</li> <li>• Inquiry Exploration Week</li> <li>• New Visions History Coach –Focus on Argumentative Writing</li> <li>• New Visions Global Studies Group focused on UbD Unit Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• After school</li> <li>• One period per week (in school)</li> <li>• Before school</li> </ul>

	<ul style="list-style-type: none"> <li>• Paideia and Literacy Design Collaborative</li> <li>• Differentiated instruction based on needs of individual learners</li> </ul>		
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></p>	<ul style="list-style-type: none"> <li>• Develop strategies to guide instruction and differentiated learning through grade level meetings.</li> <li>• Counselors provide academic advising and counseling for students who are identified by their teachers as being promotion in doubt.</li> <li>• Differentiated instruction based on needs of individual learners</li> <li>• Study Groups</li> <li>• iMentor</li> <li>• Inquiry in the Classroom Week</li> <li>• Small group instruction</li> <li>• Academic Advisory periods</li> </ul>	<ul style="list-style-type: none"> <li>• Small group sessions</li> <li>• One-on-one conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• During the school day, as needed</li> </ul>

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Comprehensive 5 stage recruitment and interview process including support from The New Teacher Project for screening candidates, norming a team of staff members to participate in the hiring process and ensure buy-in, level 1 interview with rubric and criteria for moving onto level 2, group activity to observe how the candidates analyze data and interact with colleagues, 5-minute speed demo with students in which we observe the candidate's ability to create an objective and meet it, a follow-up formal individual interview with up to 4 members of the hiring team with a normed rubric and criteria, and reference checks.
Retention is promoted through leadership opportunities, which include grade-level and department team leaders, accreditation committee members, and data specialists. Assignments are done based on student need and teacher expertise and preference. Teachers are supported through internal mentoring and buddies, new teacher meetings and professional development, staff developers from Teachers College, whole-staff retreat, scheduling them for classes where they can learn from more experienced teachers, intervisitations, and goal setting, encourage and facilitate attendance at off-site professional development. We also support teachers in attending and presenting at local and national conferences and joining professional organizations such as Math for America.

**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).
Development of Professional Development Planning Team Partnerships with TCRWP, Math for America, Science for America, Paideia, Success for All, Kagan, a2i, Urban Advantage, Staff-led PD CCLS New Visions PD in Math and ELA New Visions expert content group leaders Goal setting and observation process

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Additional software, hardware, text resources and consultant services to supplement and improve the instruction for STH, students with IEPs, ELLs, and struggling learners.

**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.).
N/A

**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.

Staff volunteered to be part of the MOSL Committee to select assessments to improve instruction.

Department leaders work with their departments to select assessments and align units.

**TA Schools Only**

**Use of Program Resources**

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

N/A

**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).

N/A

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences and Student-led Conferences;
- online gradebook;
- availability by email, phone, and in person;
- nightly signed and checked planner;
- weekly Golden Ticket communication folder.

*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 with 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 read my child’s planner nightly;
- check and communicate with my child’s advisor weekly through the Golden Ticket communication folder;
- check and assist my child in completing homework tasks, when necessary;
- check online grade book;
- 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;
- help others;
- be COPR (confident, compassionate, open-minded, present, prompt, prepared, perseverant, responsible, and respectful);
- meet community service hours requirement;
- be a leader when no one is looking;
- always try my best to learn.

**DBN: 14K614**

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$259,169.13	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan

Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,190,837.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

## Part I: School ELL Profile

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

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>614</b>
School Name <b>The Young Women's Leadership School BK</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Talana Bradley</b>	Assistant Principal <b>Cristina Jacobs</b>
Coach <b>Janice Hamann</b>	Coach <b>Carla Espana, TC Staff Dev</b>
ESL Teacher <b>Richard Atkins</b>	Guidance Counselor <b>Sandra Remy</b>
Teacher/Subject Area <b>Josephine Ramage/ELA</b>	Parent <b>Dina Straker</b>
Teacher/Subject Area <b>Maria Nelson/SpEd</b>	Parent Coordinator <b>Marta Ramirez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Derek Jones</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>364</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>2.47%</b>
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# 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in							2		0	6				8
Pull-out							6	8	8	9				31
<b>Total</b>	0	0	0	0	0	0	8	8	8	15	0	0	0	39

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	1

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4	1		4			1		1	9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	4	1	0	4	0	0	1	0	1	9
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3		1	2				6
French										1				1
Bengali								1		1				2
<b>TOTAL</b>	0	0	0	0	0	0	3	1	1	4	0	0	0	9

\*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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

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

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

## 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)								1	1	3				5
Intermediate(I)							1							1
Advanced (A)							2			1				3
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8			2						2

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
ELLs are assessed four times a year according to the TCRWP.

These assessments reveal that all of our ELLs are below grade level benchmarks in literacy. In response to this data, reading is

targeted in pull out ESL classes and in ESL small group instruction time. Moreover, teachers are focusing on close reading strategies across the curriculum.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Out of the nine current ELLs, all but one student received their lowest score on the NYSESLAT or LAB-R (for the one new admit) on the writing modality. Likewise, all but two students performed best on the speaking modality. This data suggests that students are performing best on speaking and worst on writing across both proficiency and grade level.  
  
Next, six students performed better on reading than on listening, while two students performed at the same level on these modalities and one student performed better on listening. This data suggests that students are progressing in reading at a slightly quicker rate than at listening, regardless of proficiency or grade level.
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 [AMAQ tool](#))  
As ELLs display difficulties in writing across grades and proficiency level, instruction focuses heavily on developing academic writing. Moreover, since ELLs perform highly on speaking, this modality is not emphasized to the same extent as reading and listening. NYSESLAT data is examined in order to determine the modalities that need to be targeted in ESL classes, as well as in all academic classes that ELLs are enrolled in.
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?ELLs patterns are similar across grades and proficiencies, as nearly all ELLs perform best on speaking and worst on writing. Test scores are similar across grades and proficiency levels regardless of whether the student took the test in English or in their native language. All ELLs who were assessed on the state math test last year scores the lowest possible score. All but three ELLs take exams in English as opposed to their native language.  
ELL periodic assessments were not utilized this year, but will be ordered for next year. These assessments will assist teachers in planning lessons that target specific modalities.
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](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Richard Atkins, the ESL teacher, meets with all ELLs classroom teachers on a weekly basis in order to discuss teaching practices and content.
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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Success will be measured mainly by students performance on the NYSESLAT.

## 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](#).)  
For any students entering the New York City school system for the first time, the HLIS is administered by the ESL teacher, Richard Atkins. The interview is conducted immediately when the parents come in to register their child. If it is not possible to conduct the HLIS survey during initial registration, parents are asked to come in within ten days for administration of the survey. The ESL teacher, as well as the parent coordinator speak Spanish and interviews are conducted in Spanish by the ESL teacher. If the students' parents speak a different language, other resources are employed, such as those offered through the DOE. If the student has a home language other than English, he/she is administered the LAB-R within the first ten days of enrollment by the ESL teacher, Richard Atkins. Moreover, if the student is a Spanish speaker, the Spanish LAB is administered within the first ten days by the ESL/Spanish teacher, Richard Atkins.
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.  
At the time of registration, the ESL teacher meets with the parents to discuss the three program choices and show the DOE video that discusses their options. If it is not possible to meet at the time of registration, the ESL teacher will contact parents immediately in order to set up a meeting within ten days of registration. Parents will have the option to receive all documents and explanations in their native language. Parents watch the DOE video at school and have the opportunity to ask questions.  
  
Parents are informed that the only option at TYWLS of Brooklyn at this time is freestanding ESL due to the small number of students who qualify for ESL services. Parents who choose a program other than freestanding ESL are counseled about their options and given a list of DOE schools that offer the program they chose. If one of these programs becomes available at TYWLS, parents will be notified immediately by the ESL teacher or parent coordinator.
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 [\[see tool kit\]](#).)  
At this time, no notification letters have been sent home, since we have not enrolled any new arrivals. If we do, the letters will be in the parents' native language, as well as English. Documents will be returned by parents in the yellow folder that students bring home and have signed every week. All documents are stored in a locked closet.
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.  
After parents are shown the DOE parent choice video and fill out the parent choice survey, they are informed that there is no bilingual program at TYWLS at the present time, due to our small ELL population, and that their child would be in a freestanding ESL program for the entire year. Resources, such as a list of schools that offer bilingual programs, are provided to parents who are interested in a program other than freestanding ESL. This meeting is conducted in English as well as the parent's native language. If the parents are Spanish speakers, the interview is conducted by Richard Atkins, ESL/Spanish teacher. The parent coordinator, Marta Ramirez also communicates with parents in Spanish. Parents who speak another language are accommodated by utilizing the translation and interpretation services offered through the DOE.  
  
Once parents have filled out the HLIS and made their parent choice, the ELPC screen is updated in ATS by Richard Atkins. This update is made within twenty days.  
  
Continued entitlement letters are sent to parents in both English and their native language, depending on the option they previously selected.
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 ESL teacher administers all sections of the of the test. There are only eight students that need to take the test.

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. ①
- The parents of the long term ELLs want students to get the services they are currently receiving. We continue to build parent choice and program offerings through teacher-parent communication. The guidance counselor and ESL teacher conduct this conversation at conferences and through phone calls made home to parents to advise them of their child's progress. Alignment between parent choice and program offerings has been achieved to date.

## Part 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])?

English as a Second Language is provided through a blended push-in/pull-out model. ELLs have been blocked together in heterogeneous sections by grade in order to maximize their ESL support time. The ESL teacher pushes in and provides ESL support in ELA, Social Studies, Living Environment, and Global History classes. Depending on the lesson, students are sometimes pulled out of these classes to receive content-based ESL instruction. All ESL students, as well as some former ELLs receive instruction in a heterogeneous class that focuses on reading and writing. Moreover, beginner and intermediate students receive two periods of additional ESL instruction.

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 mandated number of instructional minutes are achieved through the push in and pull out model by the ESL teacher. The ESL teacher is responsible for creating a schedule that ensures that all students receive the instructional time that they are required to receive. Additional instructional time is given to students who show the most need.

Sixth grade beginner ELLs receive 90 minutes of push in service and 270 minutes of pull out service. The other two sixth grade ELLs are advanced and receive 190 minutes of instruction a week, 90 of which is push in. The seventh grade ESL student, a beginner, receives 360 minutes of pull out services. The eighth grade ELL, who is also a beginner, receives 360 minutes of pull out service. Finally, the three ninth grade ELLs that are beginners receive 640 minutes of instruction a week. Of these minutes, 270 are push in and 370 are pull out. ELLs in the same grade are placed into sections together for scheduling purposes. Thus, all ninth grade ELLs receive assistance during a ninth grade push in session. All beginner students receive instruction together in the form of a pull out class that meets six periods a week.

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.

Content area classes are conducted in English. Additional support is provided in Spanish for two beginner students. Dictionaries are available in French and Spanish. Instruction is differentiated for students' individual language levels and students are grouped with helpful peers that speak their home language. Students receive additional tutoring from the ESL teacher in order to help make content comprehensible.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
ELLs are not formally evaluated in their native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs are continuously assessed in all four modalities by the ESL teacher, as well as by their ELA teachers. Reading is assessed four times a year according to TCRWP. Writing is assessed through common core aligned tasks developed by students' ELA teachers, ESL teacher, and Social Studies teachers. Speaking and listening skills, as well as reading and writing, are informally assessed by the ESL teacher during push in and pull out sessions. Moreover, speaking and listening is assessed monthly by the ESL teacher through Empire State NYSESLAT, a NYSESLAT preparation book that includes assessments.
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).

Newcomers receive more support than long-term ELLs. Content is delivered via simple language and is aided by visual representation. Students' native language is also used at times. ELLs who have been receiving service for 4 or more years mainly require instruction in reading and writing. This work is happening in their ESL classes as well as in their content classes, as all teachers are focusing on improving literacy through close reading and extensive writing. Former ELLs fall into this category as well.

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?  
Students with IEPs are placed into content classes that have co-teachers, who help to differentiate and provide additional support related to students disabilities.
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?  
The student with an IEP receives additional support from her SETSS teacher, who pulls her out. She also benefits from her placement in content classes that have co-teachers.

### 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:				

### 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

Social Studies:				
Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

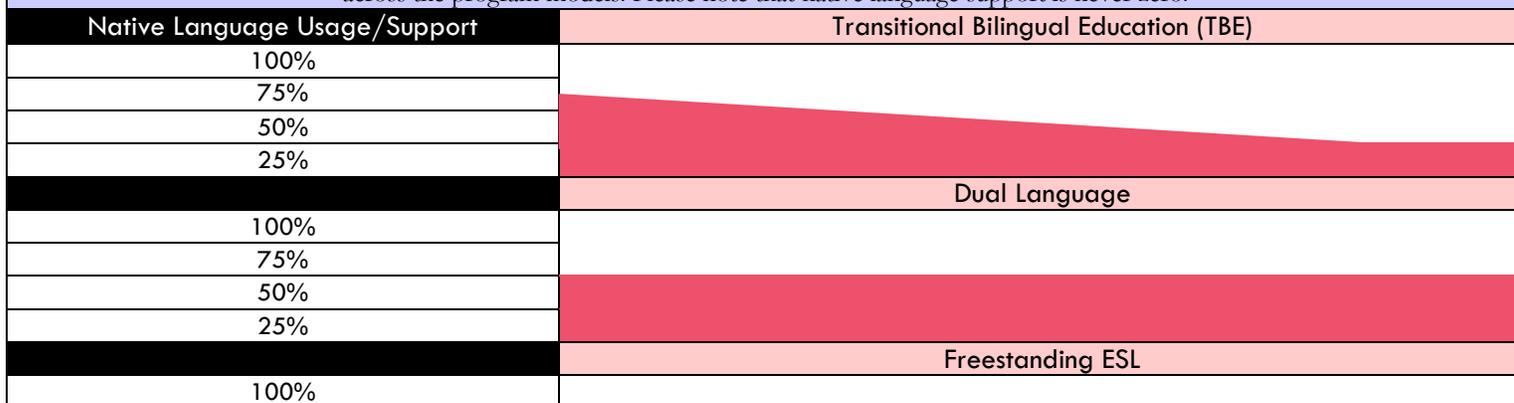
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.  
All content classes are conducted in English, but students receive some support in their home language when it is necessary and helpful. ELLs receive extra help from the ESL teacher through push in and through individual and group tutoring sessions.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Students receive extensive support from the ESL teacher with their content classes. Moreover, the ESL teacher works with content teachers in order to develop language goals in addition to content goals.
11. What new programs or improvements will be considered for the upcoming school year?  
One new program is the seminar class that all students receive during ninth period on Wednesdays and Thursdays. For ELLs and former ELLs this class focuses on improving literacy through close reading strategies.
12. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued.
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 partake in after school programs, such as dance club and Step Up.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
Instructional teaching materials used by the ELLs at TYWLS includes materials designed for both native speaker and learners of English as a Second Language. They include a wide range of print, visual, audio and digital resources designed for increasing English language proficiency.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is delivered mainly to beginner Spanish speakers by the ESL teacher. The teacher checks for comprehension in Spanish. Spanish language material is sometimes used to enhance understanding of content.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Ninth grade students receive more ESL support, as outlined in the mandated number of hours.
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.  
Students quickly become part of the school culture through their advisory, where they interact with their peers in order to build relationships.
18. What language electives are offered to ELLs?  
Students can take Latin or Spanish.
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)?

### 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.

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

The 7.5 hours occurs during weekly whole staff Inquiry Team meetings held each Friday from 1:15 to 2:40 pm. There, the whole staff engages in professional development focused on language acquisition strategies. The ESL teacher works collaboratively with all teachers in the school. Teachers have opportunities to observe model classrooms and will receive coaching in research-based instructional strategies, differentiating instruction, and lesson planning. Records are maintained via an electronic file created by the ESL teacher and shared with administration and staff.

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

The Certified ESL attends professional development sessions with content area teachers so that they may support each other and build relationships in order to support ELLs. External professional development opportunities are encouraged for all staff members, and all staff members attend a full day PD hosted by the Young Women's Leadership Network in November. This events includes workshops that focus on differentiating for ELLs. Furthermore, the ESL teacher attends external PD events offered by the DOE, such as "Nuts and Bolts" (10/4/2014), by Teacher's College (11/25/2014), and by the New Visions network (QTEL ESL Institute, 2/13/2014, 3/3/2014, 3/25/2014).

## 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?

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

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

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

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

## 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 Brooklyn**

**School DBN: 14K614**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Talana Bradley	Principal		1/27/14
Cristina Jacobs	Assistant Principal		1/27/14
Marta Ramirez	Parent Coordinator		1/27/14
Richard Atkins	ESL Teacher		1/27/14
	Parent		1/1/01
Josephine Ramage/ ELA	Teacher/Subject Area		1/27/14
Maria Nelson / SpecEd	Teacher/Subject Area		1/27/14
	Coach		
	Coach		
Sandra Remy	Guidance Counselor		1/27/14
	Network Leader		
	Other _____		

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

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

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

**Cluster:** 5      **Network:** 561

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

**Part A: Needs Assessment Findings**

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

The RAPL report on ATS was used to determine the number of parents/guardians' language preferences for oral and written communication: 64-Spanish, 5-Haitian Creole, 1-French, 1-Russian, 1-Dutch.

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.

The RAPL report on ATS was used to determine the number of parents/guardians' language preferences for oral and written communication: 64-Spanish, 5-Haitian Creole, 1-French, 1-Russian, 1-Dutch. The findings were shared during a PTA meeting and included in a parent 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.

Written translation services are provided by in house school personnel as well as the DOE's Translation and Interpretation Unit.

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

Oral translation services are provided by in house school personnel as well as the DOE's Translation and Interpretation Unit.

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>.

Written and oral translation services are provided by in house school personnel as well as the DOE's Translation and Interpretation Unit.