



**2013-2014**

**Comprehensive Educational Plan**

**(CEP)**

**Updated 2014-2015**

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

**DBN (i.e. 01M001):** 04M610

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

**Principal Email:** Atyson @schools.nyc.gov

**Superintendent:** Fred Walsh

**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 Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Althea Bradshaw-Tyson, Ed.D.	*Principal or Designee	
Kendra Din	*UFT Chapter Leader or Designee	
Sonia Francis	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Ashea Acevedo Danielle Gboloo	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Myrna Barbosa	Member/ Parent	
Alston Francis	Member/ Parent	
Kioka Jackson	Member/ Parent	
Shawn Paul	Member/ Parent	
Christine Ferrera	Member/ Teacher	

Colleen McGeehan	Member/ Admin	
Felice Piggott	Member/ Teacher	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.

<b><u>CEP Checklist</u></b>	
<b><i>All Schools</i></b>	
Indicate using an "X" in the box to the left of each section that the section has been completed	
	<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
	• 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>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</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.

<b><u>Annual Goal #1</u></b>
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To Improve Reading Instruction in MS ELA by 15% with the help of a Literacy Coach from New

Visions working with our ELA teachers and with PD from the TC Reading and Writing Institute

**Comprehensive Needs Assessment**

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

1. Students need to practice to produce clear and coherent writing and express their thoughts clearly.
2. Based on the results of the MS Quality Snapshot, there is a need to improve the students' progress in ELA. 22% of our students earned a 3 or 4 on the State English test with an average of 2.6 out of 4.5.
3. We are above the district average but slightly below the city average in ELA scores
4. Improving MS ELA skills will put students on track for College and Career Readiness

**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.

• **Strategies/activities that encompass the needs of identified subgroups**

- Two MS ELA teachers will participate in a Teachers College MS Reading and Writing program
- The focus in all MS classes including Math classes will be in reading.
- Teachers will use a baseline diagnostic with benchmarks during the year.
- 

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

- AP of English and MS English Teachers
- Dedicate school resources to allowing teachers to attend conferences locally, regionally and nationally
- Send MS teachers to National Council of Teachers of English (NCTE) in DC in late November
- Enlist the services of a New Visions Literacy Specialist to work with the MS ELA teachers
- Have MS ELA teachers present new strategies to all other teachers at some of the mandated
- Monday PDs in school most of which teachers will practice in their classrooms
- Inter classroom visitations to observe Best Practices in reading as discussed in PDs

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

- 
- 
- Baseline Diagnostics in reading in September
- Benchmarks January and March
- Expecting an increase in reading scores of correct answers by 10% each time
- Some Monday after school PDs spent on teacher teams planning together to improve students' outcomes in reading
- Literacy Teachers on the grade looking at sample student work at the end of each quarter
- Giving students a mock ELA test in January
- Looking at results of State ELA test in June
- Observations of teachers to evaluate if teaching strategies are different based on the NV Literacy Coaches recommendations/ those learned at PD/ and based on data from student work

• **Timeline for implementation and completion including start and end dates**

- September through June
- Baselines are given in September

<ul style="list-style-type: none"> <li>• Benchmarks will be in January and March</li> <li>• Each</li> <li>•</li> </ul>												
<ul style="list-style-type: none"> <li>• <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>												
<ul style="list-style-type: none"> <li>• Teachers will have common planning times during the school day and zero period on Wednesday mornings</li> <li>• Teachers will dedicate 1-2 Monday afternoons per month during the PD periods after school to working together on planning goals and activities for students based on reading</li> <li>• Providing coverages for teachers when they are at PD or visiting other teachers' classrooms</li> <li>• Expand the Per Diem budget to cover substitute teachers for PD purposes</li> <li>• School will use Title 1 budget to pay for Teacher Ease so parents can access student's academic progress</li> </ul>												
<p><b><u>Strategies to Increase Parental Involvement</u></b></p> <p>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).</p> <ul style="list-style-type: none"> <li>• Parents will be introduced to teacher curriculum plans in mid-September during our Curriculum Night</li> <li>• They will be kept updated during the course of the year via <ul style="list-style-type: none"> <li>a. Parent Teacher Conferences</li> <li>b. regular meetings at school and</li> <li>c. Teacher Ease on a daily basis showing how well their daughters are doing in ELA, Science and Social Studies which together form the literacy base in MS.</li> </ul> </li> </ul>												
<p><b><u>Budget and Resource Alignment</u></b></p> <p>Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.</p> <table border="1"> <tr> <td>X</td> <td><b>Tax Levy</b></td> <td></td> <td><b>Title IA</b></td> <td></td> <td><b>Title IIA</b></td> <td></td> <td><b>Title III</b></td> <td>X</td> <td><b>Set Aside</b></td> <td></td> <td><b>Grants</b></td> </tr> </table> <p>List any additional fund sources your school is using to support the instructional goal below.</p>	X	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Set Aside</b>		<b>Grants</b>
X	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Set Aside</b>		<b>Grants</b>	

**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.

<p><b><u>Annual Goal #2</u></b></p> <p>Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</p> <p>Increase effectiveness of teacher teams by 10% through a constant cycle of feedback on revision and planning, monitoring and revising Teacher Teams through Professional Development every Monday during the school year. Use of Google Drive to monitor minutes/discussions and decisions.</p>
<p><b><u>Comprehensive Needs Assessment</u></b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• The need is based on a recommendation from the Superintendent on his visit last year</li> </ul>

- We now have extended time for Teacher PD and Teacher Teams will be meeting more often this year
- Teachers have shown that they need more guidance in planning and reviewing student work from previous workshops
- Providing guidance and projecting next steps is important for Teacher Teams as they follow the school's and city's goals
- Make improvements as suggested by teams and administration
- Insuring that we engage all students in activities that are both cognitively challenging and accessible

**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.

• **Strategies/activities that encompass the needs of identified subgroups**

- Insuring that teachers are planning rigorous and challenging work for students by closely examining their curriculum maps and observing lessons and using the Danielson rubric to determine the rigor
- Insuring that teachers have opportunities for inside and outside PD
- Provide as much meeting and planning time for teachers during the day
- Administration will support and participate in on teacher team meetings Provide suggestions for next steps
- Using teacher observations as a platform to make recommendations for further focus on teacher team activities

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

- Administration will work closely with Departments at weekly meetings
- Administration will work with Grade teachers to monitor their work with students
- Teachers will be encouraged to keep their grading on Teacher Ease updated
- When parents visit the school to discuss their daughter's progress, we will continue to share student progress with them via Teacher Ease printouts and Report Cards, as well as verbal teacher input

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

- Administration will participate in teacher team activities at each of their Monday Professional Development sessions and review the work the teams have been doing.
- Follow-up on suggestions and decisions made at teacher team meetings should be observed in classrooms

• **Timeline for implementation and completion including start and end dates**

- September to May
- Monitor and support all team meetings each Monday

<ul style="list-style-type: none"> <li>Describe programmatic details and resources that will be used to support each instructional strategy/activity</li> </ul>											
<ul style="list-style-type: none"> <li>Meetings will be after school on Mondays during the 80 min PD periods</li> <li></li> </ul>											
<p><b><u>Strategies to Increase Parental Involvement</u></b></p> <p>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).</p>											
<ul style="list-style-type: none"> <li>The depth of impact on students will be shared with parents beginning at the September Curriculum Night and at each successive Parent Teacher Conference during the year.</li> <li>Teams will plan parent meetings for Thursday mornings based on discussions at either grade or department meetings</li> <li>Number of parent meetings called by teachers will be increased from last year's numbers</li> <li>Conversations with parents will be unified from the teacher teams' perspectives</li> </ul>											
<p><b><u>Budget and Resource Alignment</u></b></p> <p>Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.</p>											
X	Tax Levy		Title IA		Title IIA		Title III	X	Set Aside		Grants
<p>List any additional fund sources your school is using to support the instructional goal below.</p>											

**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.

<p><b><u>Annual Goal #3</u></b></p> <p>Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.</p>									
<p>Continuing to keep parents abreast of their daughters' academic progress and grow their participation by 10% through technology systems and through in school meetings . We will increase the number of parent attending meetings from last year by at least 10% based on the log now kept in Google Drive</p>									
<p><b><u>Comprehensive Needs Assessment</u></b></p> <p>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.</p>									
<ul style="list-style-type: none"> <li>The need for parents to be kept abreast of their daughters' success</li> <li>Students knowing that their parents can check on their academic progress without speaking with the teacher</li> <li>School and parents having the same information on any given day regarding the students' progress especially in the MS</li> </ul>									
<p><b><u>Instructional Strategies/Activities</u></b></p>									

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.

**• Strategies/activities that encompass the needs of identified subgroups**

- Insuring that all parents are connected to our online Teacher Ease program to have access at all times as evidenced by their logging on at least twice each marking period
- Having the Parent Coordinator connect those parents who are new to our school to Teacher Ease and ARIS
- Assigning the Parent Coordinator to run classes for parents who will need a workshop to access Teacher Ease and ARIS with at least two workshops each month
- Insure that our Auto Dial is up and running daily to share school news with parents
- Encourage parents to attend PTA meetings to learn more about what we do and how it benefits their daughters
- Encourage parents to participate in the SLT meetings to hear more about school activities that may affect their daughters

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

- All Teachers
- Parent Coordinator
- Dean and Guidance Counselor
- Administrators
- Budget alignment using Title 1 funds to pay for Teacher Ease, School Messenger and to provide refreshments for the Parent Coordinator trainings
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**• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Curriculum Night in mid-September
- Parent Teacher Conferences
- PTA Meetings
- SLT Meetings
- Regular meetings and/or conversations with parents
- Student Sorter from New Visions
- 

**• Timeline for implementation and completion including start and end dates**

- September – June
- The Parent Coordinator will host at least two parent workshops on using Teacher Ease and/or ARIS each month

Benchmarks to check this will be evidenced by the number of times parents log onto Teacher Ease or Parent’s knowledge of what is on ARIS

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

- Teacher Ease

- School Messenger
- ARIS
- Student Sorter from NV

**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).

Availability of the following tools for parents:

- Teacher Ease
- School Messenger
- ARIS
- Student Sorter from NV

**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		Title IA		Title IIA		Title III	X	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 #4**

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

**Annual Goal #4**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

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

• **Strategies/activities that encompass the needs of identified subgroups**

•

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

•

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

•

• **Timeline for implementation and completion including start and end dates**

•

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

•

**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).

<b><u>Budget and Resource Alignment</u></b>											
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.											

**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.

<b><u>Annual Goal #5</u></b>					
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.					
<b><u>Comprehensive Needs Assessment</u></b>					
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.					
<b><u>Instructional Strategies/Activities</u></b>					
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.					
<ul style="list-style-type: none"> <li>• <b>Strategies/activities that encompass the needs of identified subgroups</b></li> <li>•</li> <li>• <b>Key personnel and other resources used to implement each strategy/activity</b></li> <li>•</li> <li>• <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> <li>•</li> <li>• <b>Timeline for implementation and completion including start and end dates</b></li> <li>•</li> <li>• <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> <li>•</li> </ul>					
<b><u>Strategies to Increase Parental Involvement</u></b>					
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).					
<b><u>Budget and Resource Alignment</u></b>					
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.

<b>Description</b>			
<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>	Mandatory Extended Day small group tutoring before school	Before school structured small group tutoring	Before school structured small group tutoring
	Extra periods of Reading each week	Small class	Small class After school
	One on one reading with seniors	Individual students meet with Reading Buddies one on one	During and after school
	Working with teacher-tutors in Girls Inc After School Program	Small group setting	After school
<b>Mathematics</b>	Mandatory Extended Day small group tutoring before school	Before school structured small group tutoring	Before school structured small group tutoring
	Extra periods of Math each week Working with teacher-tutors in Girls Inc After School Program	Small class Small group setting	Small class After school
<b>Science</b>	Mandatory Extended Day small group	Small Group	Before and after school



	<p>SW: Works with students whose performance is far below expectations.</p> <p>Conducts class observations</p> <p>Meets with parents of students in question when necessary</p>	<p>In class</p> <p>In office</p>	<p>During the school day</p> <p>During the school day</p>
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**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 *TAS 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.

<b><u>Title I Status</u></b>			
Indicate with an "X" your school's Title I Status.			
X	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>
<b><u>All Title I Schools</u></b>			
<b><u>Highly Qualified Teachers (HQT)</u></b>			
Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.			
<p><b>Recruitment:</b>  We work closely with a number of colleges that graduate teachers. This list includes colleges that partner with us for teacher observations and internships such as Teachers College/Columbia University, New York University, Smith College and Hunter College in collaboration with New Visions and the DOE for the Urban Teacher Resident (UTR) which is a paid one year internship. With these partnerships, we are able to mentor, support and eventually choose from one or more of the interns or their classmates to fill positions in our school.</p> <p>We also look at the Open Market list through the DOE's portal and interview from among the highly qualified teachers who post their resumes on the website. We have at times advertised in the New York Times for vacancies that we could not fill.</p>			

**Retention:**

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

**Assignments:**

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

**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).

**Professional Development:**

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

This year, we have teachers attending national conferences including: National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics ( NCTM) , National Council of Social Studies Teachers (NCSS), National Coalition of Girls Education (NCGE) . The administration has the opportunity to attend professional conferences nationally as well including NCGE. This year for Election Day PD, we had an expert on Girls' Education meet with the teachers and talked about the impact of education on girls and how they perform differently. Our school also has a partnership with Teachers College where three MS teachers are attending a series of Writing Workshops as well as a partnership with New Visions that provides us with a Literacy Coach with a focus on Blended Learning.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We have put aside funds for students in temporary housing. This includes purchasing uniform pieces for students and providing school supplies.

We have school backpacks filled with supplies for all new students and any other student who needs this service. We also order school supplies during the year depending on the need of each student who falls into this category

<b><u>SWP Schools Only</u></b>
<b><u>Transition Plans to Assist Preschool Children (Elementary Schools Only)</u></b>
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.).
Not Applicable
<b><u>Measures to Include Teachers in Decisions Regarding Assessments</u></b>
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.
PD throughout the year beginning in September regarding the DOE and State expectations on Assessments will be shared and implemented.
<b><u>TA Schools Only</u></b>
<b><u>Use of Program Resources</u></b>
Describe how the TA program resources will assist participating children to meet proficiency.
NA
<b><u>TA Coordination with the Regular Program</u></b>
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).
NA

**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: 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.

- **School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- **Parent/Guardian Responsibilities:**

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

- **Student Responsibilities:**

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

- always try my best to learn.

**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>04</b>	Borough <b>Manhattan</b>	School Number <b>610</b>
School Name <b>The Young Women's Leadership School EH</b>		

### B. Language Allocation Policy Team Composition [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>Dr. Althea Tyson</b>	Assistant Principal <b>Andrew Higginbotham</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Margarita Leonard</b>	Guidance Counselor <b>Suroja Kirbaran</b>
Teacher/Subject Area <b>Sonia Fernandez</b>	Parent <b>Sonia Francis</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Vivian Hercules</b>
Related Service Provider <b>Marcia Borland</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Derek Smith</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers 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>3</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>464</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>3.02%</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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out							1	1		1	1	1		5
Push-In							1	1		1	1	1		5
<b>Total</b>	0	0	0	0	0	0	2	2	0	2	2	2	0	10

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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	1						13			14

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>	1	0	0	0	0	13	0	0	14	
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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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							5	2		4	0	2		13
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
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>5</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>14</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)														0
Intermediate(I)														0
Advanced (A)							5	2		4	1	2		14
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>14</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							3	1			1		
	P							2	1		4		2	
READING/ WRITING	B													
	I													
	A							5	2		4		2	
	P											1		

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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	2			
Integrated Algebra	4			
Geometry	1			
Algebra 2/Trigonometry	2			
Math _____				
Biology				
Chemistry	2			
Earth Science	1			
Living Environment	4			
Physics				
Global History and Geography	1			
US History and Government	2			
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.  
 TYWLS of East Harlem utilizes a variety of tools in order to assess the early literacy skills of our ELLs. Some tools include: scantron performance assessments, student performance on diagnostic assessments in the beginning of the academic year across content areas and literacy assessments administered by the Literacy Coach which include: WRAT-4, Slossen, Wepman Auditory Discrimination, Dolch,

### Botel and the IRI.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data reveals the proficiency levels that students are in as well as their proficiency levels among all 4 modalities. This data helps reveal what the students need most focus on and is worked on continuously throughout the year with the ESL teacher as well as the teachers across all content areas.
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](#))  
The patterns across the NYSESLAT modalities help the ESL teacher and content area teachers to focus on more listening activities for the 6<sup>th</sup> graders, more reading and writing for the 7<sup>th</sup> graders, and more of a focus on reading comprehension for the ELLs in high school.
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?The data reveals the proficiency levels that students are in as well as their proficiency levels among all 4 modalities. This data helps reveal what the students need most focus on and is worked on continuously throughout the year with the ESL teacher as well as the teachers across all content areas. The patterns across the NYSESLAT modalities help the ESL teacher and content area teachers to focus on more listening activities for the 6<sup>th</sup> graders, more reading and writing for the 7<sup>th</sup> graders, and more of a focus on reading comprehension for the ELLs in high school.
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?  
The child's second language development is considered in instructional decisions via collaboration with the ESL teacher and the content area teachers, particularly through the use of cognates for vocabulary development across all content areas.
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 of our program for ELLs are evaluated by the NYSESLAT scores, meeting promotional criteria, student progress and improvement on state tests and overall performance on academic classes.

## 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](#).)

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

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

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.  
Parents receive information from the certified ESL teacher regarding the ELL services offered at TYWLS of East Harlem at the school Open-House prior to enrolling their student in the school. Once enrolled, parents also have the option to receive more information during individual ELL parent-teacher conferences. Information is provided to them in both English as well as their native language, using the translation services offered by the DOE as needed. For the admittance of new arrivals, the certified ESL teacher would hold a separate ELL parent orientation where parents would receive information regarding the three program choices which include Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language. After receiving information and asking questions, parents would receive the parent brochure and would be given the Parent Survey and Program Selection Form in order to indicate the program of their choice. If parents choose a program not currently offered at TYWLS of East Harlem, they will be provided with appropriate information regarding other schools that offer that program. All information will be distributed in English as well as parents' native language with the use of translation and interpretation services as needed. Each of these steps within the process is completed within 10 days of a student enrolling in the school.
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 [\[see tool kit\]](#).)  
Parents receive information from the certified ESL teacher regarding the ELL services offered at TYWLS of East Harlem at the school Open-House prior to enrolling their student in the school. Once enrolled, parents also have the option to receive more information during individual ELL parent-teacher conferences. Information is provided to them in both English as well as their native language, using the translation services offered by the DOE as needed. For the admittance of new arrivals, the certified ESL teacher would hold a separate ELL parent orientation where parents would receive information regarding the three program choices which include Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language. After receiving information and asking questions, parents would receive the parent brochure and would be given the Parent Survey and Program Selection Form in order to indicate the program of their choice. If parents choose a program not currently offered at TYWLS of East Harlem, they will be provided with appropriate information regarding other schools that offer that program. All information will be distributed in English as well as parents' native language with the use of translation and interpretation services as needed. Each of these steps within the process is completed within 10 days of a student enrolling in the school.
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.  
Parents receive information from the certified ESL teacher regarding the ELL services offered at TYWLS of East Harlem at the school Open-House prior to enrolling their student in the school. Once enrolled, parents also have the option to receive more information during individual ELL parent-teacher conferences. Information is provided to them in both English as well as their native language, using the translation services offered by the DOE as needed. For the admittance of new arrivals, the certified ESL teacher would hold a separate ELL parent orientation where parents would receive information regarding the three program choices which include Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language. After receiving information and asking questions, parents would receive the parent brochure and would be given the Parent Survey and Program Selection Form in

order to indicate the program of their choice. If parents choose a program not currently offered at TYWLS of East Harlem, they will be provided with appropriate information regarding other schools that offer that program. All information will be distributed in English as well as parents' native language with the use of translation and interpretation services as needed. Each of these steps within the process is completed within 10 days of a student enrolling in the school.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The trend in program choices that parents have requested is a free standing ESL program. 100% of parents have chosen the free standing ESL program. Parent Choice Letters are filed in the Main Office with other ELL information. TYWLS of East Harlem offers a freestanding ESL program which is aligned with parent requests. Outreach is made by email, telephone and letters to ELLs students' homes informing parents of the ELL services their daughter is receiving and to invite parents to contact the ESL teacher should they have any questions.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

The ESL teacher pushes into ELA, Science and Social Studies classes on a rotating schedule for each grade level. "Advanced" students receive 180 minutes of ESL instruction per week. "Intermediate" students receive 360 minutes of ESL instruction per week. "Beginners" as well as "Intermediate" students receive 540 minutes push in support and approximately 135 minutes targeted instruction through pull out. Many of these students meet with the ESL teacher before and after school where they receive extra targeted instruction. All students receive 260 minutes of ELA instruction per 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 areas are all delivered in English with both a push-in and pull-out model. In order to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards, the ESL teacher often uses cognates to build a bridge between both Spanish and English, with the 13 Spanish-speaking ELLs, in order to foster comprehension and vocabulary development within each particular content area.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Throughout the year, the ESL teacher works with the 14 ELLs in all four modalities of English acquisition. Activities in listening, speaking, reading and writing are practiced and administered while ELLs are pulled out of class as well as in conjunction with the content area teacher. ELLs read narrative and expository text in order to develop reading comprehension and vocabulary development. ELLs are also read narrative and expository text by the ESL teacher in order to develop auditory discrimination and comprehension. In class, with the various content area teachers, ELLs work on speaking and writing through scaffolded instruction and direction.
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).

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

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 at TYWLS of East Harlem in all grades participate in various group activities and projects, including Literature Circles in ELA classrooms. Within these cooperative learning groups, ELL students are paired with students who have higher levels of English proficiency in order to develop both personal and academic communication skills (BICS and CALPS). Pull-out classes are arranged according to individual student needs and tend to target specific areas of language acquisition. Therefore, ELLs push-in classes are grouped heterogenously in terms of language proficiency, while pull-out classes tend to be more homogenous regarding English proficiency levels as documented in ATS. The principal and ESL teacher review ELL schedules to ensure that all students are receiving services according to their English proficiency levels as designated by the NYSESLAT. Explicit ESL instruction is delivered through push-in where vocabulary study, bilingual glossaries and reading, writing, speaking and listening are emphasized in order to promote academic English language development. Depending on individual student needs, Beginning and Intermediate students may be pulled-out of elective and other non-academic classes in order to receive further English language instruction in a small group setting. In combination, our ELA and Social Studies instruction amounts to 500 minutes per week, which all ELL students receive.
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?  
All content area classes at TYWLS of East Harlem are conducted in English. Due to the nature of the push-in program, the ESL teacher collaborates with content area teachers to ensure that all instruction is differentiated and helps to adapt lessons and reading materials when needed in order to make content more comprehensible for beginning and intermediate ELLs. The ESL teacher provides teachers with materials such as glossaries, booklists and instructional websites to support teaching and learning. The ESL teacher also provides teachers with QTEL activities and strategies to encourage and support appropriate scaffolds such as jigsaw reading and writing projects, concept mapping, predicting, graphic organizers and opportunities for accountable talk. In

ELA, Social Studies and Science classrooms, students are asked to read, write and speak on a daily basis. The identification and study of key terms promotes language development and is an integral part of the ELA curriculum. Having students identify and practice effective habits for reading and writing is also a key tool used in the ELA curriculum to promote academic language development for our ELLs. Classroom settings are predictable and accepting of all students (focus on and enjoy learning). Instructional activities maximize opportunities for language use, support student understanding and utilizes student diversity and validates different cultural perspectives.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

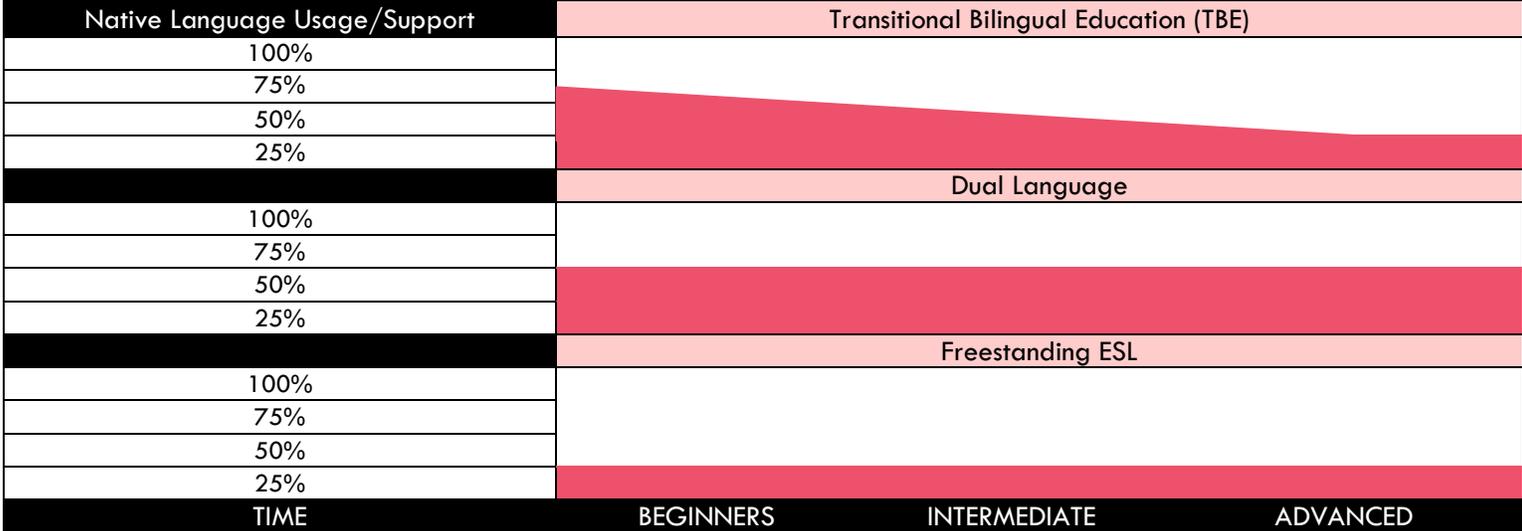
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The program is organized as a combination push-in and pull-out model. In the push-in model, the ESL teacher follows core curriculum of both ELA, Social Studies, Math and Science content in order to provide ESL instruction and academic language support as needed. The ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition techniques and vocabulary support. Pull-out classes are offered to ELL students and are grouped ungraded and heterogenously in one class that meets with the ESL teacher. Instruction is in English and focuses on vocabulary development, fluency and reading comprehension, as well as conventions of written English. Materials include vocabulary workbooks, various reading comprehension workbooks and content area materials from the students' non-ESL classes. All ELL students also have ELA instruction 245 minutes per week.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current program has proved to be effective. Every year, there are a minimum of 2-3 ELLs that pass the NYSESLAT with a Proficient and do not require ESL services any longer.
11. What new programs or improvements will be considered for the upcoming school year?
- We will be assessing what techniques and strategies prove to be effective with ELLs and removing those that do not prove to be effective based on teacher data and assessments.
12. What programs/services for ELLs will be discontinued and why?
- n/a
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The ESL teacher meets with the ELLs after school on Wednesdays and Thursdays for any homework help and reinforcement in the target language. ELLs are also able to attend all school programs with equal access.
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 materials, including scaffolded instruction, strategies and techniques are provided. Use of technology including computers, laptops, internet and Microsoft office documents are all available to support ELLs across all content areas in both lanugage materials, English and Spanish.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered whenever necessary or appropriate during ESL instruction in order to help with comprehension and foster language development within the target language across all four modalities.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The push-in model allows teachers to use collaborative teaching methods that encourage enriched and differentiated instruction. Students at TYWLS of East Harlem in all grades participate in various group activities and projects, including Literature Circles in ELA classrooms. Within these cooperative learning groups, ELL students are paired with students who have higher levels of English proficiency in order to develop both personal and academic communication skills (BICS and CALPS). Pull-out classes are arranged according to individual student needs and tend to target specific areas of language acquisition. Therefore, ELLs push-in classes are grouped heterogenously in terms of language proficiency, while pull-out classes tend to be more homogenous regarding English proficiency levels as documented in ATS.
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.
- Activities in TYWLS East Harlem that assist newly enrolled ELL students before the beginning of the school year are: new student orientation, overnight retreats and an introduction to the ESL teacher before they are given their schedules.
18. What language electives are offered to ELLs?
- Spanish for native speakers are offered to ELLs in 9<sup>th</sup> and 10<sup>th</sup> grades as well as AP Spanish Literature in 11<sup>th</sup> grade.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

### 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.

Margarita Leonard, the ESL coordinator at our school currently attends two professional developments a year on how to better serve our ESL students. She is also currently a candidate for a P.h.D in literacy, focusing on ELLs, which focuses on supporting English language learners as they engage in the Common Core Learning Standards. Twice a year all faculty in the school attend a professional development in which the ESL teacher provides updates, new strategies and scaffolding tools in order to help enforce the 4 modalities across all content areas. To teachers of ELLs professional development opportunities are offered throughout the school year by the Office of English Language Learners. Since TYWLS of East Harlem is a middle school and high school, the faculty is in constant communication about ELL students and their academic progress not only throughout middle school but in high school as well. The ESL teacher remains the same which also provides a smooth transition for our ELLs. The school provides at least 4 faculty conferences a year that are focused on professional development for ELL instruction, strategies and academic progress. The Chancellor's conference day in November is also an opportunity to attend a variety of workshops in improving and refining ELL instruction. During these conferences, issues or suggestions that arise also get addressed.

### 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?

There is very close ELL parental involvement in TYWLS of East Harlem, particularly with our parent coordinator, Vivian Hercules. All materials related to school activities, events or academic updates are provided not only in English but in Spanish as well. During parent-teacher conferences, translators are provided to accompany parents of ELLs in order for families to check in on the academic progress of their daughter(s). Our parent coordinator also offers workshops of school activities, updates and academic progress of the grading system teachers utilize in order for parents to have up-to-date information both in English and Spanish to accommodate our ELL population.

### **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.

Paste response to question here:

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Althea Tyson	Principal		11/6/13
Andrew Higginbotham	Assistant Principal		11/6/13
Vivian Hercules	Parent Coordinator		11/6/13
Margarita Leonard	ESL Teacher		11/6/13
Sonia Francis	Parent		11/6/13
Sonia Fernandez	Teacher/Subject Area		11/6/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Suroja Kirbaran	Guidance Counselor		11/6/13
Derek Smith	Network Leader		11/6/13
Marcia Borland	Other <u>Special Education</u>		11/6/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

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

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

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

Cluster: **05** 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**

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

Home Language Survey  
Parent Coordinator's Parent Meeting list  
ATS data on students' backgrounds

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.

Based on findings, our parents are about 70% English speaking (some Spanish speakers here but they are biligual), about 27% who will need Spanish interpretation and another 3% who will need Bangladeshi and French interpretation. This information is in the CEP which was shared with the SLT and the PTA. Teachers were informed at one of our general conferences.

## Part B: Strategies and Activities

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

Every document that is sent home has English on one side and Spanish on the other side. When calls are made, they are done in both English and Spanish. Upon visiting the school, parents who need to have translation services will have one of 4 translators available: the PC, the Secretary, Dean or a Spanish speaking teacher.

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.

All documents sent home are written in both English and Spanish. All autodialed messages are in both English and Spanish. When parents visit, they are afforded a translator - PC, Secretary, Dean, Teacher.

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>.

We will make every effort to accommodate all parents who need interpretation services through school personnel or volunteers from the community or from parents or from our Juniors and Seniors in the school.