



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

School Name: THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF QUEENS
DBN (i.e. 01M001): 28Q896
Principal: MALA PANDAY
Principal Email: MPANDAY@TYWLSQUEENS.ORG
Superintendent: MS. MABEL MUÑIZ-SARDUY
Network Leader: DEREK JONES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mala Panday	*Principal or Designee	
Christina Lopez	*UFT Chapter Leader or Designee	
Abi Corbin	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Aakfha Khan Kiana Comrie	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Elmer Calvelo	Member/ Teacher	
Melanie Shuldiner	Member/ Teacher	
Samantha Hlawatsch	Member/ Teacher	
Herod Vidal	Member/ Parent	
Karen Providence	Member/ Parent	
Tamar E. Ogburn-Harraway	Member/ Parent	
Jennifer Pineda	Member/ CSA Representative	
Marvo Gilbert	Member/ Parent	
Lorraine O’Connell	Member/ CBO Representative	
	Member/	

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

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Develop and implement a system for early detection of at-risk students that will increase the number of students on track for graduation in four years by two percent.

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.

The Quality Review Report (2013-2014) mentions the need for the school to have a specified school protocol or common assessment to uniformly analyze the work of students across grades and content area. As a result the school is not effective in identifying at-risk students and providing timely interventions for them.

Instructional Strategies/Activities

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

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

1. Pre assessment of each student in each subject matter based on the curriculum adopted by the school (mock regents exams).
2. Teachers identify struggling students using the scholarship report every marking period to target students for tutoring.
3. RTI team meets monthly to identify and apply interventions for at risk students.
4. CBO Queens Community house offers academic and social/emotional support for at-risk middle school students.

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

1. Department leads teachers, teachers, data specialist.
2. Teachers, advisers and guidance counsellor.
3. RTI members including special education teachers.
4. Community Based Organizations(CBO- Queens Community House) that support after school clubs and programs.

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

1. Results of mock regents and middle school pre-assessments.
2. Weekly grade-level and department meetings.
3. RTI tracking system of interventions.
4. QCH monitors report cards, checks in with teachers and assesses social emotional through surveys and observations.

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

1. September 2014-June 2015
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014- June 2015

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

1. Data specialist had 5 professional periods per week to support teachers.
2. Middle school teachers have one period per week to work with targeted students.
3. RTI meets after school from 4-5 on one Monday per month.
4. QCH operates after school Monday through Friday from 2:20-5:20.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

X	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

QCH is funded through Department of Youth and Community Development

Goal and Action Plan #2

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

Annual Goal #2

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

Ensure that all learners, including ELLs and SWDs improve performance and demonstrate gains on the State Math exam in grades 6-8 by three percent.

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.

After looking at the data on ELLs and SWDs it was determined that these students were not achieving gains on the ELA and Math State exams. During the 2013-2014 school year, a 'math lab' was piloted in two sixth grade classes to increase the number of instructional math periods from five to eight periods per week. Based on those students results, we decided to run eight periods of instruction per week in the middle school in ELA and Math.

Instructional Strategies/Activities

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

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

1. Each teacher is teaching one grade level for 24 periods per week and is scheduled for 1 period of tutoring on their grade level for targeted students.
2. Special Education Team will participate in ICT Math (6th and 7th grade) and ICT ELA (6th and 7th grade).
3. Saturday Math and ELA Academy.

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

1. We hired one additional ELA and one additional Math teacher this year.
2. Special Education Team and RTI Team will track students.
3. ELA and Math Teachers.

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

1. Scholarship reports at the conclusion of each marking period.
2. A decreased number of students on each teachers case load allows for more time for teachers to plan targeted instruction.
3. Monitor attendance.

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

1. September 2014 - June 2015
2. September 2014 - June 2015
3. January 2015 - April 2015

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

1. Each teacher only teaches one grade level, built in time during the day for tutoring.
2. Special Education Teachers participate in ICT model.
3. Building permits, teachers, custodial.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #3

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

Annual Goal #3

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

Track core credit accumulation of the rising 9th grade class to evaluate disproportion between "homegrown" students and students who enter the 9th grade through the high school application process to increase the scores of the June administration of the Algebra and Living Environment Regents between three and five percent.

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.

It was noticed in the STARS 1.67 report that the majority of students who were off track towards graduation and accumulating their 44 credits were students who were new to TYWLS via the high school application process. As such, the question became "why?". There were a number of contributing factors including level 1 & level 2 scores in ELA and Math in the 8th grade, social and emotional acclimation to a unique school setting, and a continued decline in Regents scores in science and math.

Instructional Strategies/Activities

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

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

1. Cabinet meetings which review the data and the STARS 1.67 report on a weekly basis.
2. Advisory classes, which meet twice weekly, support students in their social/emotional growth and academic goal setting.
3. 9th grade transcript workshop for students and parents of 9th grade in term 2.
4. One-on-one parent outreach and conferences for at-risk students.
5. Big Sister, Little Sister initiative to support acclimation to TYWLS and foster peer-on-peer relationships.

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

1. Cabinet members (Principal, Assistant Principal, Guidance Counselor, Testing Coordinator, Programmer, Parent Coordinator and College Bound Counselor).
2. Advisory Teachers.
3. 9th grade subject Teachers
4. All Teachers.
5. Big Sister, Little Sister Program Advisor.

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

1. STARS 1.67 Report.
2. New Visions Student Sorter.
3. Regents Scores.
4. Transcript Review.
5. Development of flow charts to show 3 high school tracks (on-track, off-track, accelerated).
6. Grade Team conferences to identify at-risk students.

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

1. September 2014 - June 2015
2. September 2014 - June 2015

- 3. September 2014 - June 2015
- 4. September 2014 - June 2015
- 5. September 2014 - June 2015

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

- 1. Respect 360 (Advisory curriculum).
- 2. 5- week Regents tutoring prior to January and June Regents.
- 3. After-school tutoring clubs.
- 4. Department of College Counseling to expose students to early college and career opportunities.
- 5. Mandated counseling from guidance counselor.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The Young Women's Leadership Network

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.

Increase the use of translation services to enhance the level of parent engagement for one hundred percent of our families.

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.

We noticed that there was poor attendance at PTA Meetings and other various school events, especially with families who are not native English speakers.

Instructional Strategies/Activities

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

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

1. Spanish teacher supports contact of Spanish-speaking families during her professional period.
2. School fliers submitted to translation services.
3. Use of DOE translation services during IEP meetings.
4. Pilot of student translation representatives.

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

1. Spanish Teacher.
2. Parent Coordinator.
3. Special Education Teachers.
4. Student Representatives.

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

1. Skedula anecdotal are entered when family contact is made.
2. Increased participation in school events.

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

1. September 2014 - June 2015
2. September 2014 - June 2015

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

1. Professional period is scheduled with Spanish teacher allowing her time to contact families of students who may not be her own.
2. Designated time for Parent Coordinator to perpare school documents for the purpose of communication.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Targeted tutoring one period per week 2. Eight (8) instructional periods per week 3. Tutoring clubs 4. Saturday academy 	<ol style="list-style-type: none"> 1. Small group 2. Whole class 3. Small Group 4. Small Group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. After school 4. After school
Mathematics	<ol style="list-style-type: none"> 1. Targeted tutoring one period per week 2. Eight (8) instructional periods per week 3. Tutoring clubs 4. Saturday academy 	<ol style="list-style-type: none"> 1. Small group 2. Whole class 3. Small Group 4. Small Group 	<ol style="list-style-type: none"> 1. During the school day 2. During the school day 3. After school 4. After school
Science	Tutoring Clubs	Small group	After school
Social Studies	Tutoring Clubs	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated counselling	Small group	During the school day

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.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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).

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

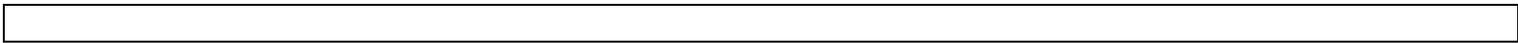
TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and 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 promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 896
School Name YoungWomen'sLeadershipSchool of Queens		

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 Mala Panday	Assistant Principal Jennifer Pineda
Coach Natalie Novod	Coach Teresa Farrinacio
ESL Teacher Doshka Truick	Guidance Counselor Natasha Fortune
Teacher/Subject Area Doshka Truick/ ESL	Parent Abi Corbin
Teacher/Subject Area Tanita Parkes (SPED)	Parent Coordinator Leslie Harding
Related Service Provider Tanita Parkes (SPED)	Other type here
Network Leader(Only if working with the LAP team) Derek Jones	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	556	Total number of ELLs	9	ELLs as share of total student population (%)	1.62%
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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	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							3		1	2	2	1	0	9
SELECT ONE														0
Total	0	0	0	0	0	0	3	0	1	2	2	1	0	9

B. ELL Years of Service and Programs

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

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

	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	0		7					1	8

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		
Total	1	0	0	7	0	0	0	0	1	8
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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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							1				2			3
Chinese														0
Russian														0
Bengali									1	2				3
Urdu														0
Arabic														0
Haitian														0
French							2							2
Korean														0
Punjabi												1		1
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	0	1	2	2	1	0	9

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1							1
Intermediate(I)														0
Advanced (A)							2		1	2	2	1		8
Total	0	0	0	0	0	0	3	0	1	2	2	1	0	9

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0				0
4					0
5					0
6					0
7					0
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									0
7									0
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	4		1	
Integrated Algebra	3		0	
Geometry	0		0	
Algebra 2/Trigonometry	0		0	
Math _____	0		0	
Biology				
Chemistry	0		0	
Earth Science	0		0	
Living Environment	2		0	
Physics	0		0	
Global History and	3		0	
Geography	3		0	
US History and	0		0	
Foreign Language	0		0	
Government				
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)	0							
Chinese Reading Test	0							

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.
Nyselat data from the last 3 academic school years. This data will be used to help teachers both of ESL and major content areas, hone in on the skills that students demonstrate a need for support and practice.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Areas of weakness across grade level are in the writing proficiency levels

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](#))

Patterns across the NYSELAT modalities affect instruction in various ways. In conjunction with the advance plan, pedagogues will use more tier 3 academic vocabulary and sentence starters. Pedagogues will facilitate more student centered discussions and partner work along with choral repetition and differentiation using graphic organizers. TYWLS of Queens uses information about Annual Measurable Achievement Objectives in several ways. First, the data is being used to provide an additional 37 and a half tutoring period for students that are testing in the bottom third of the school on ELA and Math. Math and literacy coaches have come on board to assist pedagogues in strategy work to increase student learning and standardized test scores. Next, in an effort to keep students on track to meeting and maintaining the 4 year graduation rate, partnerships have been established with the College Bound Initiative that foster individual and collective college trips, scholarship interviews and classroom visits for all students grades 6-12. As a result of these efforts students have been graduating and attending colleges and universities at three times the rate of their counterparts at other schools.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. The patterns with regard to proficiency across grade level indicate that academic writing is an area of focus and development needed for all Ells. Ells are faring better in assessments taken in the target language based on their high comprehension levels and reading levels.

B. Historically, the ELL periodic assessments are used as an informative baseline to determine the strengths and weaknesses of ELL student. Results are then communicated to the content area teachers who inturn have a conference with the ESL instructor and that data is used to formulate an instructional plan to meet the needs of those students.

C. The periodic assessment indicates that ELL students are struggling in writing using complex embedded clauses and higher academic vocabulary without the use of prompts. Native language is rarely used in the classroom setting, when it is used however, it serves as a scaffolded prompt or as a tool to tap into students' prior knowledge that they will use to answer questions related to various content area topics. Native language is also used to promote academic vocabulary in the form of word walls across the content area.

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](#).)

RTI strategies are used to engage all learners including ELLs in the educational process. TPR is used as a behavioral management technique to get students "back on track" when they have seemingly veered of course. Folding techniques with paper are used to differentiate an additional access point for students to process mathematical information and demonstrate their understanding and application of the concept. Further, small group round robin circles and fish bowl activities are used to engage students in sustained literacy activities and to encourage higher level discussions and writing activities.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Having conversations with content areas teachers to help provide scaffolds for students to access and apply information better.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
NYSELAT along with ELA and Math Scores are compared to last year's AYP goals and progress is measured.

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](#).)
Step 1. Home language survey is administered at feeder school and oral and written assessment is given.
Step 2. Lab-R is administered.
Step 3. Grade level has been indicated students are placed in class and receive push in and or pull out ESL services.
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.
July 10th, Aug 15th, Aug 20th, Oct 3, 2013 were all Parent & Family Nights where parents were informed of their choices for placing their child in a TB, DL, or freestanding ESL program. Since this school only offers a freestanding ESL program, parents are informed of that during the application and open house process.
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 are encouraged to fill out these forms at the school site with a translator that is provided to them on site. They are then filed in binders and locked in the Principal's office for safe keeping.
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.
Based on an oral and written interview along with home language survey from the child's previous school, the student and family member, are identified as needing ESL instructional support services.
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.
Step 1. NYSELAT Exams are ordered in October based on the LRER data report retrieved from ATS.
Step 2. Upon arrival of the exams, they are secured in a locked cabinet prior to their prescribed prescription dates.
Step 3. Parents are informed of the testing dates and times that the exam will be administered in their home language and in English.
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. 
Currently, the trend has been for a free standing ESL program. Yes, the model offered is in alignment with parent requests.

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])?

A combination of Integrated co teaching, push-in and pull-out models are currently implemented. At the 6th & 8th grade level ELL students travel as a group. On the high school level heterogenous groups are allocated based on their credit and class needs.

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)?

100% Free standing ESL support is provided to students who need it in the form of weekly push in and pull out sessions that are designed to customize the native language literacy support that is needed. Based on students NYSELAT results, it was determined that the writing component is an area of high need for student success.

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.

In particular, there is a great focus on student ELA and history subject areas in the Integrated Co-Teaching Model. Students are given graphic organizers and writing prompts such as sentence starters utilizing academic vocabulary as a way to develop their academic language use. To address more rigor in class assignments, Webbs Depth of Knowledge questions and various methods of citation usage is modeled and applied in all classroom and take home assignments.

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

The ELE exam is given at the end of the year to ensure that students are evaluated in their native language throughout the year. Additionally, benchmark assessments are provided to students to ensure that they are progress in both their native language and the target one.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All bi-weekly assessments are tailored to include a listening, speaking, reading and writing sections. This skills are practiced and model during pull-out sessions.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. Currently, there are no SIFE students, in the event that there will be in the future. Professional Development workshops through the Office of ELLs will be provided with rigorous and engaging supports to assist struggling learners. Additionally, a literacy and math coach are both available for consultation purposes.

B. For newcomers, more visuals and choral repetition will be used to support their language development and comprehension, after which time modeling supports and writing scaffolds will be given to ensure that they are able to apply what they have learned.

C & D. After reviewing the long-term ELL status for students receiving 4-6 & 6+ years of service, more varied student driven and led project work will be given to ensure that these students have an opportunity to utilize more academic vocabulary and take a lead role in presenting their work to others.

E. Once, students have tested proficient, additional Math and Science classes will be offered to support their growth and

further academic progress for college and career readiness.

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?

Scaffolded writing prompts, use brick vs. mortar words, daily "Juicy" sentences where students deconstruct and reconstruct the meaning behind complex embedded clausal statements, TPR, choral repetition, word games, building of visual models, graphic organizers, etc.

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?

Student partnerships are created during classtime to build a support system for students to complete assignments, asks questions and get better clarification of their assignment. Students are given extended time to complete assigned work with a partnership created among the content area teacher and support teacher during pull-out periods.

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:	n/a	French	French
Social Studies:	n/a	Spanish	Spanish
Math:	n/a		
Science:	n/a		

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

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

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

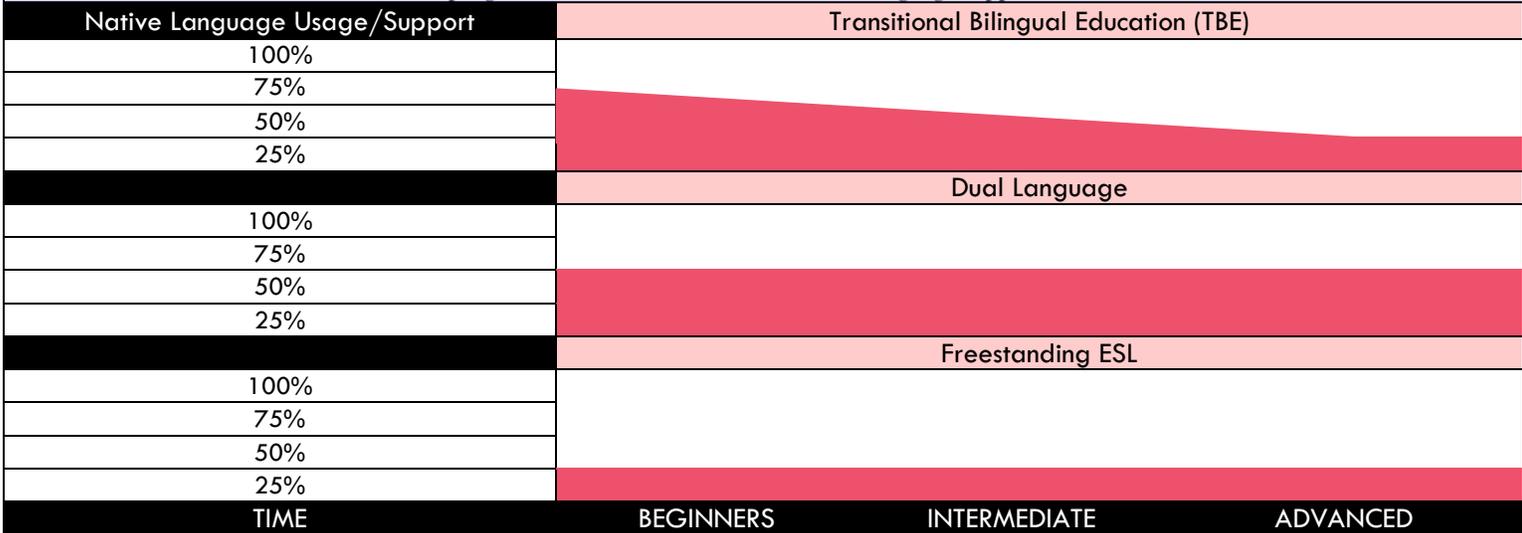
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

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.
- College Bound Initiative is a highly successful intervention program that is designed to help all students included long term Ells gain access and have assistance with applying to colleges and universities. Students are also given scholarships within which to apply for to help them become college and career ready. Weekend educational trips to the Intrepid museum given all students including newcomer and long term ELLs access to real world activities and opportunities to apply what they have learned in a concrete way in the field of Science and Math. Additionally, students that have failed either the ELA or Math Regents are given an opportunity to receive ELA and Math tutoring for 37 and a half minutes three times 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.
- With parental involvement, the program is growing and developing well. More ELLs are seeking and receiving the additional support that they need. This in turn is anticipated to be reflected on their quarterly and yearly assessments.
11. What new programs or improvements will be considered for the upcoming school year?
- English 3D and the use of QTel strategy workshops will be considered for the upcoming school year.
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.
- All students including ELLs are informed daily during the 12 minute morning meeting of all afterschool clubs or organizations including the YMCA they can join (6TH -8TH grade) to extend their educational experience after school hours.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students are given a technology class in which they learn how to apply computer concepts in the real world and are also afforded an opportunity serve as a computer service technician where they assist in school-wide trouble shooting activities.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support in the ESL model comes in the form of glossary usage in the first language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Both 6th and 9th grade classes are structured in an Integrated co-teaching model to support the language development and writing for both beginner and long-term Ells simultaneously.
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.
- During three separate "Meet the Principal" and college counselor nights, ELL students were granted a personal opportunity to come with their parents during the summer months before the academic school year started to discuss college and career readiness, Stem, Leadership and Health and Wellness.
18. What language electives are offered to ELLs?
- Currently, Spanish and French
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.

1. Currently, the Professional Development plan will consist of attending and turn keying a series of QTel workshops to work on building additional hands on strategies in classrooms. In addition, an ELL coordinator workshop will provide additional training for the implementation of the LAP.

2. In house Professional development on the use of SESIS and the use of Skedula has been given to support ELLs as they engage in the Common Core Learning Standards.

3. Support for students as they transition from middle to high school comes in the form of tutoring and one on one student conferences bi-monthly to gauge their academic progress and address any questions they might have. In addition, the school offers a bi and tri-weekly advisory period to support their transition.

4. Working in conjunction with the Office of ELLs and Special Education, pedagogues chose a professional development workshop that will serve to meet the needs of the Common Core Standards.

D. Parental Involvement

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

1. Parental Involvement in the school is growing. Parent volunteers came in an organized a recent picture day for students. Additionally, a recent ELL parent night was held in which parents were surveyed in ways that they could volunteer their time to support the community service and growth of the student body.

2. Currently, the school has a partnership with the American Cancer Society (Breast Cancer Walk and letter share), the Intrepid Museum (Hands on Science activities), Community Word Project (9th grade through 12th grade) and YMCA that provides workshops to all 6th through 8th grade students. Ell parents are aware of the program and encourage active student participation in the afterschool program.

3. Evaluation of parent needs is made through the use of surveys that are made available to them in multiple languages.

4. Parental involvement activites address the needs of the parents in various ways. First, it brings together various cultures together. It also provides an open forum for parents and family members to actively engage in their child's academic progress and fosters open communication with them. Based on the results of a recent parent survey, parents are interested in a weekly email blasts that keeps them informed of monthly activities available to students and families alike.

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.

N/A

Part VI: LAP Assurances

School Name: YoungWomensLeadership Jamaica

School DBN: Q896

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mala Panday	Principal		9/9/13
Jennifer Pineda	Assistant Principal		9/9/13
Leslie Harding	Parent Coordinator		9/9/13
Doshka Truick	ESL Teacher		9/9/13
Abi Corbin	Parent		9/9/13
Cristina Lopez/ ELA	Teacher/Subject Area		9/9/13
Doshka Truick/ ESL	Teacher/Subject Area		9/9/13
Theresa Farinaccio	Coach		9/9/13
Natalie Novod	Coach		9/9/13
Natasha Fortune	Guidance Counselor		9/9/13
Derek Jones	Network Leader		09/09/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: Q896 School Name: YoungWomen'sLeadSchoolofJamaica

Cluster: 05 Network: New Visions

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

Part A: Needs Assessment Findings

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

Data was extrapolated from ATS RLAT and LRER reports to assess home languages that support the school's written translation and oral interpretation needs. Next, DOE translation services were used to ensure that parents were provided with appropriate and timely information in a language that they can understand. Parent surveys in multiple languages were also provided.

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 the data, we found that five different languages were spoken in our Tywls family homes. They include: Spanish, Bengali, Urdu, Hindi, Haitian Creole. This was reported to the school community through our google doc shared drive and during faculty conferences.

Part B: Strategies and Activities

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

Written translation service will be provided by an outside vendor to ensure that timely and accurate parent information is disseminated in an orderly fashion.

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

Oral interpretation services will be provided by both school staff and parent volunteers. In the event of a conference or organized meeting an outside contractor will be notified.

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>.

For verbal communication, 718-752-7373 will be utilized
Press "4" to get over-the-phone interpretation services in 150 languages.
For written communication an outside translation service will be used.