

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DRAFT - PENDING SUPERINTENDENT APPROVAL

DBN: (i.e. 01M001):

09x568

School Name:

THE YOUNG WOMEN'S LEADERSHIP SCHOOL OF THE BRONX

Principal:

LEMARIE LAUREANO & DEVON EISENBERG

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 09x568
School Type: Public Grades Served: 6-8
School Address: 1865 Morris Ave
Phone Number: (718)731-2590 Fax: (718)731-2595
School Contact Person: Devon Eisenberg Email Address: Deisenberg@schools.nyc.gov
Principal: LeMarie Laureano & Devon Eisenberg
UFT Chapter Leader: Christina McNamee
Parents' Association President: Sonia Villanueva & Brenda Smith
SLT Chairperson: Christina McNamee
Student Representative(s): _____

District Information

District: 9 Superintendent: Leticia Rodriguez-Rosario
Superintendent's Office Address: 450 St Paul's Place. Bronx, NY 10456
Superintendent's Email Address: LRosario2@schools.nyc.gov
Phone Number: (718)579-7143 Fax: (718)410-7017

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 561 Network Leader: Derek Jones

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Devon Eisenberg	*Principal or Designee	
Christina McNamee	*UFT Chapter Leader or Designee	
Sonia Villanueva	*PA/PTA President or Designated Co-President	
Charisse Lewis	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy Buck	Teacher/	
Jane O’Connor	Teacher/	
Shannon DeRosa	Teacher/	
Jana Lee	Teacher/	
Sonia Pacheco	Parent	
Keisha Freeland	Parent	
Brenda Smith	Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission at The Young Women's Leadership School (TYWLS) of the Bronx is to develop a community of self-confident and innovative young women empowering them to be tomorrow's leaders particularly in the areas of science, technology, engineering and mathematics. We capitalize on the intellectual curiosity and creative spirit inherent in all young women as we develop life-long learners who are armed with the skills necessary to successfully complete college or any career readiness program and become productive members of society.

Our school is located in District 9 in the Mount Hope section of the Bronx. Although we were approved to be a 6-12 school, we currently have 6th through 8th grade expanding a grade each year. We have 253 students enrolled with approximately a 60% Latino and 40% African American population. Our school qualifies for Title 1 with over 94% receiving free lunch. Our average class size is one teacher with approximately twenty-two students per class.

We believe all students can learn and simply need access to rigorous instruction in a caring environment. Through thoughtful and strategic planning, teachers collaboratively create engaging lessons and activities to motivate students to learn. Prior to the school year beginning, teachers developed their initial curriculum maps aligned to the city/state mandates that are Common Core aligned and adhere to the City-wide Instructional expectations. In Literacy, teachers use several of Expeditionary Learning units complementing them with other team-created units and other historically/culturally relevant novels. In Mathematics, teachers blend Connected Math modules with Engage New York. Science, Social Studies, and all other content area curricula are developed by teachers.

We consider who is in our classroom and how they learn first. Classes are interactive and provide opportunities for meaningful exchanges that spark intellectual conversations and real-world connections. The process of learning includes, across all content areas, opportunities for critical thinking, reading, and writing mixed with personal moments, and fun. School-wide instructional practices, such as Kagan cooperative learning structures have enhanced our ability to engage; we now move towards growing in our cognitively engaging activities and questions. We monitor how our students' progress using data to guide instruction and provide further support as students strive to demonstrate mastery.

The use of data to guide instruction more directly is an area of focus for us this year. Based on feedback from our Peer Review, we are targeting checking for understandings and how to effectively and immediately impact instruction. Our Teacher Incentive Fund (TIF) teacher leaders support our school-wide learning on these areas. The TIF Grant has not only supported teacher growth but has encouraged several teachers to take on leadership roles.

Other such opportunities have supported teacher growth, and ultimately student growth. In being the Bronx Teachers College Inclusive Classroom Program (TCICP), we have an additional coach once a week that provides one-on-one coaching cycles. (As a result, we have had visits to observe classroom engagement and school culture through TCICP and NYC Collaborates.) Our Computers for Youth grant provides a weekly consulting supporting our teachers in this self-generated initiative. In watching the 6th grade math team use technology more effectively, others are moving towards blended-learning, a future goal. Learning becomes organic with teachers learning independently and volunteering to facilitate Lunch and Learns.

Our efforts yielded good results last year. New York State standardized assessment scores denoted success particularly in the area of mathematics. 36% of students were proficient in mathematics as compared to 14% for the District and 29% for the City. In the ELA assessment, 21% of students were proficient compared to 11% for the District and 27% for the City. Student Progress demonstrates that students are improving at a "good" level, with "excellent" ratings in the mathematics.

Our partnerships with various organizations help us create a unique and distinctive community. Our strongest partnership is with Young Women's Leadership Network (YWLN.) They provide us an abundance of connections that allow us to enhance our educational programs as well as our after school programs; students have a safe haven from as early as 7:30-6:00 pm daily at a minimal expense to the school. They provided supplemental professional development for our teachers, summer camp for students, unique opportunities such as a sleep-over in the Intrepid Museum. Another major partner, Los Padres Foundation, provides over-night camping opportunities each year. New Visions supports our school with weekly coaches, professional development and more. Our partnership with Girls Inc allows us to offer nearly 30 different after school clubs and special programs a week. They allow us to do host special events with additional organizations including other single gender schools and several Saturday activities; our students and families genuinely appreciate the extended school day. In fact, in working strategically with Girls Inc, we have been able to extend our school day by two hours a week while creating time for remedial and enrichment small group teacher support. Working with New York City Parks, Christodora, and the New York Historical Society further enhances our learning. Receiving the Arts Matter Grant makes it possible to expose our students to a different experience, possibly an area of passion or intelligence not highlighted in academia. In working collaboratively, we not only enhance the educational experience but also create the conditions for learning.

We further believe that it is our responsibility to foster a sense of "family" for our students. Through our Advisory program we create positive and trusting relationships with our students. We provide a time to develop strong bonds within small groups with a 12:1 student to teacher ratio. Through a more personalized relationships, we focus on distinct social-emotional and personal growth. We begin to embed the mind-set that we are preparing for college immediately with every grade going on at least one college tour per year beginning in the 6th grade. As students progress through the years, they are exposed to more information about the importance of college as means to access for opportunities, financial security, upward mobility. Students, and families, are supported as they learn about the college process and become college-ready.

Families are encouraged to join our efforts. Our Parent Association is quite active. In working together we are able to provide several family events throughout the school year. A few of our annual events include, but are not limited to, Family Literacy Night, Me and My Guy Dance, Girl's Night Out, Science Expo, and Donuts with Dad. To ensure fluid communication, grades are on-line for parents to review regularly, teacher emails are included on our website, and Saturday events are sponsored. This work must be achieved together.

In addition to the areas of growth noted earlier, we are looking to increase our understanding and ability to improve student mind-sets and study habits. We believe that in targeting this and the aforementioned areas, we will achieve an increase in student progress and achievement. (We find our biggest challenges, however, to be non-instructional. As of yet, we do not have a permanent home; we will be doubling in size as we grow to capacity. A PEP vote is pending. Assuming this is our permanent home, our concerns revolve around the facilities. Space is an issue, especially the lack of specifically configured rooms, such as a Science Lab or dance/music room.)

All TWYLS members are genuinely invested and passionate about our work. We believe that every child can be successful and *deserves* the right to a quality education. We recognize the seriousness of our work and "imprint" we leave on the lives of the young women we serve. We understand that the decisions we make impact their future and the opportunities to which they will have access. We take this responsibility to heart.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Based on the NYS Common Core 2014 ELA scores for all grades (6 & 7) 21% of students reached levels of proficiency. On the NYS Common Core 2014 Math scores for all grades (6 & 7) 36% of students reached levels of proficiency. This data shows gains of 9% in literacy and 3 % in mathematics.	
Our school had a peer review last year and received well-developed in all areas except for 2.2 and the report stated we need to “Continue to expand on teacher assessment practices to increase the use of data, student self -assessment and frequent checks for understanding, so that students are aware of their next learning steps”	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, all teachers will write rigorous units which will result in a 2% increase of students scoring above proficiency as measured by the NYS ELA and Mathematics assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers will participate in inquiry cycles in which they will look at student work to determine instructional strategies to support literacy cross-content	All teachers	10/14-6/15	Department chairs, New Visions Math and Literacy Coaches
Teachers will participate in 3 week cycles with TCICP consultant	75% of teachers	10/14-6/15	TCICP consultant, administration
Teachers will participate in cycles with teacher leaders through the Teacher Incentive Fund	75% of teachers	9/14-6/15	Peer instructional coach, demonstration teacher, department heads,

			administration
Students will have half days six days throughout the school year in order to provide professional development based on need to teachers	All teachers	10/14-4/15	Peer instructional coach, demonstration teacher
Targeted students (based on formative and summative data) will receive supplemental support (remediation/enrichment) in small group instruction in Mathematics and Literacy during 9 th period, after school and/or Saturday programs.	Students	10/14-6/15	Literacy and Mathematics teams; administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Allocate time and financial resources for three full day PDs
Secure time for teachers to meet together as a department once a week; allocate funds for coverages
Allocate funds for i-Ready program to include internet individualized learning plans, workbooks, and simulation assessments; allocate funds to operate Saturday program using diagnostic data from January
Create weekly schedule for TCICP to visit classrooms and meet independently with teachers throughout the school year; develop on-line platform for teachers to share lessons

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
In January 2015 all students will take midterm exams in their four major content areas and teachers will do a data analysis of their results to determine next steps in subsequent unit/lesson plans. In addition, all teachers will have a mid-year goal meeting to ascertain students’ progress thus far. During this time next steps will be determined collaboratively with administration.				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on our School Snapshot, we noted that 77% of our students feel safe in the hallways, bathrooms, and cafeteria while only 58% of the students felt that most students at the school treat each other with respect. (These percentages are nominally higher than that of the District and comparable to that of the City.) Our Learning Environment denotes similar findings regarding these topics.

For our Peer Review, Indicator 1.4, related to culture, was rated as “Well Developed: The school provides a safe, nurturing environment that promotes mutual respect and supports the academic, social and emotional well-being of students to heighten academic growth and success.”) Furthermore, guests from other organizations, such as NYC Collaborates, have used our school for site-visits highlighting.)

In reviewing the data, engaging in conversations/meetings with students, including Student Council and teachers, we have determined that we do indeed have a strong and positive culture. Many of the concerns revolve around safety. Many of our students come from other neighborhoods that are “safer.” Many students feel unsafe/uncomfortable in the stairwell or other shared spaces as we are in a co-located school.

The area concern around students treating each other with respect is another area of reflection for us; we expected to note a higher percentage. Part of this is based on their age and of the high expectations set. In setting a high standard for behavioral expectations, students deem infractions as severe thereby impacting our ratings.

Regardless of the contradictory data sets, it seems clear that it must be addressed, especially as students find it to be “real.” Our next goal revolves around improving that perception as well as enhancing these sentiments.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2015, students will minimize these safety apprehensions as denoted by an increase of 5% on the Quality Snapshot in the areas of safety and feeling respected.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of			

Trust			
Partner with Respect Institute to enhance our Advisory program with a special focus on effective communication, conflict resolution and respect.	All Advisors	9/14-6/15	Lead Advisors: Vanessa Paula and Catherine Montera
Provide opportunities for students from both schools to engage in dialogue around school issues, such as feeling safe.	Student Council	1/15-6/15	Student Council Advisor; Administration
Provide parent workshops, with guest speakers, with a focus on safety	Parents; guardians; students	10/14-6/15	Parent Coordinator; Community Associate
Provide assemblies focused on culture and safety (ie. Respect for All and Safety assemblies)	Students	2/15 and 3/15	Parent Coordinator; School Business Manager; Community Associate
Create opportunities to build sense of community through team building events (ie. Taconic Outdoor Challenges; Muffins with Mom; Me and My Guy Dance; Camping Trip; School Spirit Week; Random Act of Kindness; etc)	Students	8/14-6/15	Parent Coordinator; School Business Manager; Community Associate; Parent Association; Girls Inc; Advisory Lead Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Professional development on the materials/resources from the Respect Institute Allocate funds for staff PD, workshops, etc Advisory a minimum of twice a week with a 1:12 ratio Substitutes for YWLN sponsored training for Lead Advisors

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
At the end of January a student survey will be administered to assess concerns. These will then be addressed in subsequent Advisory sessions.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No

12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The first data set we evaluated involved looking at the trends in last year’s evaluations. We noticed growth for all our teachers, however no teachers were highly effective. In addition, we hired 11 new teachers to our school this year. In order to continue teachers’ growth and support our new teachers, further professional development aligned to the Danielson Rubric is needed.

Additionally, we looked the results from our peer review and noted that we need to continue to expand on teacher assessment practices to increase the use of data, student self-assessment and frequent checks for understanding, so that students are aware of their next learning steps. This is aligned to working with teachers on Danielson 1a, 1e and 3d.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will possess a common school-wide understanding of the competencies and the rubric from Charlotte Danielson’s Framework for Teaching to improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery to increase student achievement for all students regardless of subgroup identification

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Partner with the Teacher Incentive Fund to fund teacher leaders that will help facilitate movement along the Danielson continuum. Teacher leaders then work in cycles with teachers.	All teachers	9/14-6/15	Demonstration teacher, peer instructional coach, Teacher Team leader, administration
Provide monthly professional development on the Danielson Framework of Teaching and using data to differentiate for subgroups from Leadership Council	All teachers	9/14-6/15	Demonstration teacher, peer instructional coach,

			department heads, administration
Provide individual consulting from TCICP for teachers in three week cycles to further development on personal professional goals that are aligned to the Danielson Framework	All teachers	9/14-6/15	TCICP consultant, administration
Provide Kagan Cooperative Learning Professional Development to increase student engagement	All Teachers	9/3/14	Kagan trainer
Provide frequent informal observation cycles with specific, targeted feedback and follow-up by administration	All teachers	9/14-6/15	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Secure time for teachers to meet together as a department once a week; allocate funds for coverages 2. Allocate funds and time for monthly professional development 3. Schedule formal and informal observation cycles with coaches for norming 4. Create weekly schedule for TCICP to visit classrooms and meet independently with teachers throughout the school year; develop on-line platform for teachers to share lessons 5. Allocate time and financial resources for outside consultants to facilitate professional development

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
In January 2015 all teachers will have goal meetings with administration to assess progress of their professional goals. During this time data from all informals will be looked at and next steps will be determined collaboratively with administration.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
Teachers will have goal meetings in January to discuss progress and next steps thus far				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

In last year’s peer review indicator 1.3 stated that school leaders intentionally align budget and make organizational decisions to support a strong structure of teacher teams that centers around meeting students learning needs to improve student learning scored a well-developing. In addition, indicator 4.1 stated that School leaders purposefully support teacher development through multiple classroom observations, feedback and ongoing analysis of student work that is based on the Danielson Framework for Teaching, to positively impact on student learning also scored a well-developing. In addition on the learning environment survey 100% of staff stated that they trust the principal.

However, in looking at state test scores it is noted that despite outscoring the district in levels of proficiency our students still need to demonstrate continued growth in order to be college and career ready. Based on the NYS Common Core 2014 ELA scores for all grades (6 & 7) 21% of students reached levels of proficiency. On the NYS Common Core 2014 Math scores for all grades (6 & 7) 36% of students reached levels of proficiency.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, administration will provide supports, professional development and feedback to staff that will result in an increase in the number of “Effective” and “Highly Effective” observation ratings on informals on Danielson Domains 3b and 3c compared to the beginning of the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
Allocate funding for individual consulting from TCICP for teachers in three week cycles to further development on personal professional goals that are aligned to the Danielson Framework	75% Teachers	10/14-6/15	Administration

Allocating funding for administrative coach from Leadership Academy	Co-directors	10/14-6/15	Coach, administration
Administration will work with talent coach to norm observations and schedule cycles of observation with targeted feedback	Co-Directors	10/14/15	Talent Coach, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Scheduled time for administration to work with coaches on monthly basis
Funding to pay for Leadership Academy Coach

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Teachers will have goal meetings in January to discuss progress thus far. Teacher observation trends will also be reviewed.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
30.	Specify a timeframe for mid-point progress monitoring activities.			
Part 6b. Complete in February 2015 .				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

We have noted that parent turn-out has varied with high percentages (~70%) of parents coming for Parent Teacher Conferences and Welcome Back to School Night with a lower percentage attending PA meetings (~20%). We also note that overall parents are happy with the education their daughters’ are receiving based on the Learning Environment Survey. We recognize that families are very busy, often with parents working late and/or holding two jobs to support their families. 93% of parents are satisfied with instructional core; 96% are satisfied with systems of improvement; and 94% are satisfied with school culture. We also recognize that parents’ involvement in their child’s success is an integral component and want to find more ways to keep them as active participants in the school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will increase parent involvement to positively impact on student success by seeing a 5% increase at all PA events.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Use parent meetings/contact as a vehicle to improve and maintain student attendance	Parents/ Guardians	9/14-6/15	Parent coordinator, teachers, community associate, administration
Generate and document phone calls (including school messenger) to parents to update them on their daughters’ progress	Parents/ Guardians	9/14-6/15	Teachers, advisors, parent coordinator, community associate,

			administration
Send monthly calendar and update to families (in English and Spanish) via back pack and posted on the school website	Parents/ Guardians	9/14-6/15	Administration, ELLS coordinator
Collaborate with school staff to provide workshops and resources that can help parents and students enhance their ability to be proficient in all subject areas. (Math, reading and literacy, social studies, science and technology).	Parents/ Guardians	9/14-6/15	Administration, parent coordinator, PA, community associate, department chairs
Utilize Skedula as a means for parents to monitor student progress	Parents/ Guardians	9/14-6/15	Administration, teachers
Host social and academic activities that will assist the girls and their parents interact in different environments/ settings more confidently.	Parents/ Guardians	9/14-6/15	PA, Parent Coordinator, Administration
Provide opportunities to give back to fellow students / community through service and volunteering	Parent/ Guardians	11/14-6/15	PA, Parent Coordinator, Advisors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ol style="list-style-type: none"> 1. Provide parent workshops to familiarize families with CCLS and the changes in the Literacy curriculum as well as parent workshops (ie. Curriculum Night; Family Math Night; Workshop on How to Help My Daughter) 2. Provide parents/guardians with on-line ELA resources 3. Bridge the gap between home and school by providing access to an on-line grading program (Skedula) so parents can monitor progress, student homework and behavior 4. Share information about school and parent related programs, meetings and other activities in a format, and in languages, that parents can understand

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
In February the School Leadership Team will meet collaboratively to review parent engagement and attendance at parent events. At this point next steps will be determined based on attendance data, parent feedback and parent surveys to determine workshops and events for the remainder of the school year.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Noted significant delays based on: <ul style="list-style-type: none"> • NYS Data • MOSL Data • Baseline data • Teacher recommendation / observation • Classroom data • Lexile-Level • Student/family request 	<ul style="list-style-type: none"> • Expeditionary Learning • Readworks • iReady for Literacy • Achieve 3000 • I-Learn • Decoding Program 	<ul style="list-style-type: none"> • Small group push-in • Lower student-teacher ratio in writing classes • Peer tutoring • Homework Help 	<ul style="list-style-type: none"> • During the school day • Before and after school tutoring and/or Teacher Office Hours • Saturday Academy
Mathematics	Noted significant delays based on: <ul style="list-style-type: none"> • NYS Data • MOSL Data • Baseline data • Teacher recommendation / observation • Classroom data • Student/family request 	<ul style="list-style-type: none"> • CMP3 • iReady for Math • Engage NY • I-Learn 	<ul style="list-style-type: none"> • Small group push-in • Lower student-teacher ratio with a 12:1 ratio 29% of the time in math class • Peer tutoring • Homework Help 	<ul style="list-style-type: none"> • During the school day • Before and after school tutoring and/or Teacher Office Hours • Saturday Academy
Science	Noted significant delays based on: <ul style="list-style-type: none"> • MOSL Data • Teacher recommendation / observation • Classroom data 	<ul style="list-style-type: none"> • Readworks • CLOSE Reading w/ annotating text • CCLS aligned writing rubrics 	<ul style="list-style-type: none"> • One-on-one tutoring • Peer Tutoring • Homework Help 	<ul style="list-style-type: none"> • One-on-one tutoring • Peer Tutoring • Homework Help • Science-based after-school clubs
Social Studies	Noted significant delays based on: <ul style="list-style-type: none"> • MOSL Data • Teacher recommendation / observation • Classroom data 	<ul style="list-style-type: none"> • Readworks • CLOSE Reading w/ annotating text • CCLS aligned writing rubrics 	<ul style="list-style-type: none"> • One-on-one tutoring • Peer Tutoring • Homework Help 	<ul style="list-style-type: none"> • One-on-one tutoring • Peer Tutoring • Homework Help • History based after-school clubs
At-risk services (e.g. provided by the	<ul style="list-style-type: none"> • Behavior impeding on 	<ul style="list-style-type: none"> • 1: 1 Counseling • Small group 	Small group and individual	During the school day

<i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	academicsuccess <ul style="list-style-type: none"> • Teacher recommendation • Student/family request 	counseling <ul style="list-style-type: none"> • At risk counseling 	counseling as needed, or as mandated on the IEP	
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>In addition to the requirements set forth by the NYCDOE, we also:</p> <ul style="list-style-type: none"> • Actively reach out to local colleges during the course of the year to recruit prospective educators joining the field of education. • Provide all teachers differentiated professional development based on their specific needs • Provide an on-boarding summer PD to introduce new staff members to the expectations of the Young Women’s Leadership Schools, including research on how girls learn • Provide a week long summer program focused on City-wide Instructional Expectations, Universal Design for Learning, Danielson Framework for teaching and Common Core Learning Standards • Provide several CWT and observations during the course of the year with timely feedback • Secure in-house professional development • Provide leadership opportunities, including participating in planning retreats • Secure teacher feedback through various mediums, including Insight Survey, during the year • Conference with each teacher to review goals, assess their current standing, and their hopes for future growth • “Shout Outs” on weekly teacher circular highlighting teacher accomplishments and successes • Provide CCLS professional development for content area teachers

2b. 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).
<ol style="list-style-type: none"> 1. Weekly grade & department meetings 2. Weekly Common Planning Time for co-teachers 3. Monthly Professional Development focusing on the Danielson Framework of Teaching 4. 3 Day Kagan Workshop on how to effectively teach using cooperative learning to increase student engagement and individual accountability 5. New Visions Math and Literacy Liaison Monthly Professional Development 6. New Visions Google Professional Development 7. Globaloria and Mouse Squad Professional Development 8. Seeds to Trees and Cristodora Professional Development 9. Special Education Teachers attend TCICP Inquiry Groups 10. TCICP consultant come in bi-weekly as part of participation as a Demonstration School 11. Peer Instructional Coach and Demonstration Teachers through CFY consultant once a week to focus on blended learning

Part 3: TA Schools Only

3a. Use of Program Resources

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

12.

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

4b. 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.

At the beginning and middle of the school year teachers complete a survey on their professional development needs. In conjunction with observation data, the Leadership Council analyzes the data to determine professional development activities. In addition, all teachers take part in an inquiry group in which they collaboratively look at student work to make cross-content instructional decisions.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	243,712	X	9-21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	2337	X	9-21
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,710,427	X	9-21

¹Explanation/Background:

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

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

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

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **The Young Women's Leadership School of the Bronx**, 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 the school and the families. The 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 the school community. **The Young Women's Leadership School of the Bronx** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;

- 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 (SPC) Template

The Young Women's Leadership School of the Bronx 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 prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 9	Borough Bronx	School Number 568
School Name TYWLS of the Bronx		

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 Devon Eisenberg & Lee Laureano	Assistant Principal Co-Directors
Coach type here	Coach type here
ESL Teacher Julissa Di Lone	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Crystal Goris
Related Service Provider type here	Other type here
Network Leader (Only if working with the LAP team) type here	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)	186	Total number of ELLs	11	ELLs as share of total student population (%)	5.91%
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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														Total #
	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														
Pull-out							5	3						8
Push-In							2	1						3
Total	0	0	0	0	0	0	7	4	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2			8		3	1		1	11

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	2	0	0	8	0	3	1	0	1	11
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

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)							1							1
Advanced (A)							5	4						9
Total	0	0	0	0	0	0	6	4	0	0	0	0	0	10

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	4			7
7	2	2			4
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	5		2						7
7	2		2						4
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	1		2		6		2		11
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
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)								
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.
Literacy skills of all our students are measured using a computerized lexile level set test. The test is administered at the beginning, middle and end of school year. The data obtained from this reading level assessment is used to determine the scaffolds each student will require in order to be successful in their content area classes. Additionally, the data from these assessments is used to determine

student groupings within each content area, in an effort to foster a collaborative learning environment.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data obtained from the students' NYSESLAT results show that the majority of students are proficient in listening and speaking, while scoring in the advanced range for reading and writing. Based on this information, students will require additional support to elevate their literacy skills. This support is provided through a pull-out, supplemental writing intensive, class that meets three times a week. In this pull-out setting students receive small group writing instruction, using the Teachers College Readers and Writers Workshop model, and participate in leveled reading development support through the iLearn program.
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 us determine the areas in which ELLs require the most scaffolds and provide insight into their overall performance in their content area classes. As mentioned in question number 2, this information is used as a guide when planning instruction for the pull-out writing class. This information is also shared with staff members, through an ELLs population memo that is created, periodically updated, and sent by the ELLs Coordinator of the school. The ELLs coordinator also includes a language proficiency guide as well as suggestions for instructional supports that will help content area teachers to best serve this special population. Finally, the ELLs coordinator periodically shares ELLs instructional tools and supports with the content area staff, via a googledocs folder, labeled ELLs Instructional Resources.

In regards to the the AMAQ report, the data provided by this report allows us to determine which students are at risk due to poor attendance or low performance on the NYSESLAT, standardized tests, and content area assessments reports. Together, these pieces of information are used to determine the placement of ELLs in ICT vs. mixed ELL/GenEd classes. Additionally, it helps determine groupings within their classes, afterschool homework help placement, and remedial support program referral. The input of parents/guardians is enlisted during the determination of student placement in homework help and remedial support programs in order to increase the possibility of success.

Upon reviewing the data, we found that we have one ELL-SWD student who is currently over age and considered a long-term ELL, as of the 2013-2014 school year. We also noticed that another ELL will become a long-term ELL if she does not pass the NYSESLAT at the end of the year. Based on this information, we have continued placement of our long-term ELL in the ICT setting in order to provide her with additional instructional support. Additionally, based on comparison of ELL data for both the long-term ELL and the soon to be long-term ELL, we realized that this student might need to be evaluated for special services (SWD). This has been discussed during grade team meetings and an action plan has been set in motion to determine if this student is an ELL-SWD.

In addition to this information, we also noticed that most of our ELL population is performing better in ELA than they are in Math. We interpret this to be either connected to their understanding of word problems as well as basic math skills required to be successful in their corresponding grade levels. We are targeting this area by providing students with literacy supports in Math.

Finally, most of our ELLs scored in the level 2 range for ELA standardized tests. We have combined this knowledge with their Math results to determine their placement in remedial math and literacy programs.

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?

Currently our population is only proficient in listening and speaking of their native language, while possessing little or no literacy in that language. Therefore, students do not benefit from taking assessments in their native language.

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 is an integral part of our instructional model at TYWLS Bronx. As a result, all students' language progressive skills are measured as a component of their writing class. These assessments are administered via writing baselines given at the beginning of the year and recored on language progressive checklists that detail all the language development skills students should master by the end of each year (K-8). Through the use of this assessment tool, the ELLs Coordinator/Writing and SpEd Coordinator/Writing teachers determine supplemental language development support for ELLs and ELL-SWDs. The forms of intervention available include the Heinle Phonics Intervention skills kit for students struggling with basic phonemic awareness and decoding skills, Vocabulary development mini-lessons provided in both Literacy and Writing, differentiated grammar development worksheet packets, Saturday remedial literacy class, and multi-midality literacy development support through the iLearn program.

6. How do you make sure that a child's second language development is considered in instructional decisions?
ELLs whose native language is identified as Spanish, are administered the Spanish language WRAP exam. This exam measures all 4 modalities of language proficiency. The results of these exams determine the use of native language supports, such as content area glossaries and translated materials provided. For ELLs whose native language is one other than Spanish, we will provide them with native language support in the form of content area glossaries.
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).
Progress of ELL population is measured formatively and summatively, every marking period. The ELLs coordinator tracks their progress in the content area classes and as an instructor of the pull-out Writing Intensive and ICT classes, she is able to evaluate formative assessments first hand. The results of these evaluations is discussed during bi-monthly girl-talk discussions that take place as part of the grade team meetings. In this setting, the ELLs coordinator communicates the results of the evaluations to other content area teachers and makes suggestions that are geared towards improving or increasing academic success of the ELL population.

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](#).)

ELL IDENTIFICATION PROCESS

1- Our certified TESOL Instructor and ESL coordinator, Ms. Julissa DiLone assists parents/guardians with the completion of the Home Language Survey as well as the administering of the LAB-R. Our initial identification process includes the Home Language Surveys for students who are new to the New York City School System while for returning ELL's we use the ATS results of the NYSESLAT to determine their continued eligibility. We identify new students at the time of registration when the Home Language Survey is completed by parents and we find that it indicates a home language other than English. As soon as the new English Language Learners are identified by the ESL coordinator, an informal interview of the parents is conducted. To accommodate parents and students who speak another language, the ESL coordinator conducts the informal interview in Spanish. A DOE provided translator is requested for parents and students who speak a language other than Spanish.

Following the informal interview, the ESL coordinator administers the LAB-R on the identified student in English and Spanish/other available first language versions, as needed. The coordinator then hand-scores the LAB-R to ensure proper placement within 10 days of their enrollment. Newcomer students whose first language is Spanish are also tested using the Spanish language Writing and Reading Assessment Protocol (W.R.A.P.).

2. 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.
Upon determination of ELLs eligibility, through the results of the LAB-R assessment, parents are invited to a parent orientation facilitated by our certified TESOL Instructor and ESL Coordinator, Ms. Julissa DiLone, and a translator is secured, as needed.

During the orientation, parents sign in to record attendance. Following this, each parent is set up with headphones and a laptop that are set to play the DOE Office of English Language Learners' parent choice orientation video. The video describes, in detail, the three programs that they NYCDOE offers (Transitional Bilingual Education, Dual Language, and Free Standing ESL). These video

links are obtained through the DOE website at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm> and are available in 13 native languages. Following the orientation video, parents are also shown a supplemental power point in which the ESL coordinator outlines their rights as parents of ELL students and provides them with contact information.

After a Q&A session, the parents are given the opportunity to review and complete the program selection form in which they select one of the three programs offered (Transitional Bilingual Education, Dual Language and Freestanding English As A Second Language). The parents have the option to take the form home for completion and later return with the student. They are also given a brochure that summarizes the main details of the three available ELL programs. If the parent selection form is not returned, the default program for ELLs is Transitional bilingual. Original copies of all completed parent choice surveys are filed in each ELLs portfolio, by t the ESL coordinator.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Following the parent orientation, the ESL coordinator follows-up with the parents of ELLs to ensure the prompt return of the Parent Choice form with program selection.

As Parent Choice forms are received, parents receive one of three confirmation letters within the first 10 days of enrollment as follows:

1. Entitlement letter with program selection - Transitional Bilingual, Dual Language, or Free Standing ESL
2. Continued entitlement letter, based on the program selected in prior years and the students' NYSESLAT scores (Beginner, Intermediate, or Advanced).
3. Non-Entitlement letter - This letter is sent to the parents of students who have scored Proficient on the NYSESLAT or parents of studentd who have scored proficient on the LAB-R and will not be needing to participate in an ELL program.

Simultaneously, students are placed in the appropriate program (mixed population ELL/Gen-Ed, ELL-SWD/Gen-Ed, or Gen-Ed classroom). This is done within 10 days of student enrollement.

Note: These letters are sent home with the students, who initial an ELL form-tracking sheet for record keeping purposes. A follow-up phone call is then made to ensure parents have received the letter, within 48 hours. The eligibilty of ELL program participation for new students and returning students is finalized through this distribution of entitlement and continuation letters. All letters and information are given in the identified native language to ensure complete understanding of the program. Spanish translations are provided by the ESL Coordinator. Additional language translations are requested through the DOE's translator services.

A copy of all letters sent to parents are also filed in each student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms. The master English language learner data, as well as individual student portfolios, are stored in the school's main office in a locked file cabinet.

Additionally, various activites such as parent meetings, parent workshops, phone contacts and informational mailings are planned for the school year to ensure that all documentation activities have been completed and to expand Parent's knowledge of the ELL program. These events are documented by keeping copies of letters sent home to parents as well as completed forms.

Finally, the ESL Coordinator places periodic phone calls to the parents of ELLs to discuss student progress and address any questions parents might have regarding their child's academic future.

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. In addition to the steps outlined in question #3 above, once parent choice is confirmed and entitlement letters have been sent home, this information is gathered and entered into the ATS system, using the new screen for ELL's (ELPC), within the required 20 days.
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 current trend of program selection made by parents has been Freestanding ESL. However, the school is prepared to change this, through continued monitoring of program selections made by parents to adapt to the needs that are identified.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**

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

Part 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])?
- 1a. TYWLS Bronx is proud of its ability to maintain and develop excellent academic performance for its students. In an effort to support our English Language Learners, we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous Freestanding ESL program is primarily a push-in model, but includes tailored pull-out, parallel instruction for struggling learners in the content area of ELA/Writing. During the tailored pull-out sessions, students receive parallel instructions in Writing 2 days a week and supplemental literacy instruction, using the iLearn/Achieve3000 literacy development program 1 day a week. Additionally, all content area teachers use the Universal Design for Learning approach in planning and instruction. This enables students of all learning styles and English language proficiencies to learn in an environment in which they are provided with multiple means of representation, engagement, and academic expression. The UDL model is one that works well for ELLs, in particular, because it takes into account the ESL and SIOP instructional strategies. Such as, building prior knowledge through anticipatory texts, visual representation of materials, verbal cues, repetition, posting of instructions, and collaborative learning. Our instructional plan also calls for collaborative planning and curriculum-aligned support. The Literacy, Writing, and Social Studies teachers meet weekly to collaborate on lessons and discuss additional

supports, as do our Science and Math instructors. Additionally, all content area teachers meet four-five times a month to discuss curriculum goals, performance tasks, and progress of ELLs in the various classroom settings. All ELLs receive the appropriate units of study in ESL for their level of English proficiency, as per CR Part 154.

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

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)?

See 1b. for answer

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.

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

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

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

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

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

In order to provide the best possible support to the ELLs that receive Special Education Services (ELL-SWDs), we increase the application of visual support to enable a better understanding of the writing process. Additionally, we increase their comprehensible input and meaning experiences through scaffolded reading strategies with increased application of kinesthetic

strategies that support vocabulary development, syllabification, phonics and spelling. IEPs of individual student are reviewed to make sure that all recommended instructional strategies are properly implemented in class. Finally, our certified TESOL instructor and ESL coordinator, Ms. Julissa Di Lone provides ELL-SWDs with mandated ESL instruction during their 50 minute writing class (ICT) which meets three days a week and their 50 minute technology class (Push-In), 1 day a week. Adjustments are made to the schedule, as needed, based on yearly NYSESLAT proficiency scores.

At TYWLS Bronx, we also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two years extension, as well as for special accommodation during testing. Our Freestanding English as a Second Language (ESL) program provides instruction in English, emphasizing English-language acquisition, using the Universal Design for Learning (UDL) approach in all content areas. Furthermore, the transitional support for ELLs reaching proficiency on the NYSESLAT includes continued ESL support through strategic push-in instruction, using the co-teaching model. The emphasis on a balanced literacy approach to teaching includes a spotlight on comprehension as key, while phonics, vocabulary and spelling instruction is embedded in our work. Our book club and supplemental writing classes provide us with additional time with our ELL population. Ongoing diagnostic assessment and data analysis allows us to target our instruction to meet the needs of our students. All necessary accommodations and modifications will be implemented to ensure appropriate assessment and academic intervention of students, whether they are entering the ESL system for the first time or are considered a long-term ELL.

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).

See number 5 for answer.

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?

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

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?

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

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

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

Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

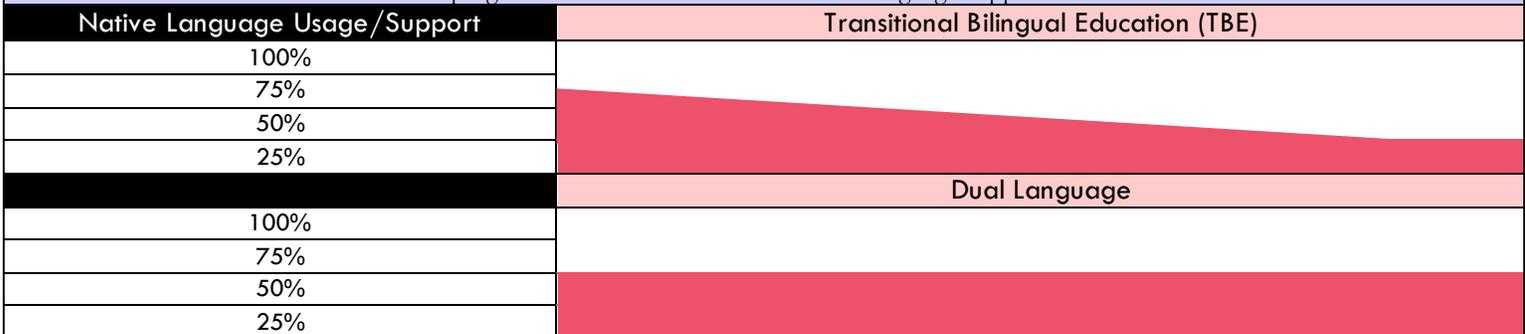
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- For Native language students we provide equal access to all school activities, communications are provided in Native language. We provide native language content area glossaries and implement the collaborative co-teaching model throughout the content areas. More importantly, in Reading and Writing, we follow the Lucy Calkins TC Readers and Writers Workshop Model and use the Read Works balanced literacy program in our book clubs. Additionally, the use of thinking maps throughout the content areas provides students with a streamlined approach to brainstorming that allows them to develop their ideas prior to writing first drafts, revising, and editing final products. We also provide scaffolds as students begin to read on their own, which feature culturally relevant text and close reading strategies, such as re-reading and predicting, vocabulary analysis, questioning and paraphrasing. These assessments help to identify mastery of skills. Finally, as part of our Tier 1 Response to Intervention Strategies, all students are assessed based on the Common Core Learning Standards, language progressive skills by grade, beginning with elementary school language standards. This is done in an effort to ensure that students receive the necessary intervention to allow them to perform at or above grade level and also the springboard the advancement of more proficient ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- They current program has proven to be effective with a recorded 57% (3 out of 7 students) success rate in terms of students passing NYSESLAT (1 ELL and 2 ELL-SWDs) in the 2012-2013 academic school year and increases in reading levels by the end of the year that varied from 1 to 2 reading levels, with the exception of two students who did not show movement. Additionally, our beginner ELL moved up two proficiency levels in one year and is now designated as an advanced ELL.
- In the 2013-2014 academic year our goal is to continue this growth and insert additional supports for our mixed ELL population that will increase success in all content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- One new program that has been enstated for the upcoming school year is the iLearn literacy development program, which has a reputation for success with English language learners. Another new program that has been added is that of the Writing Intensive model in which ELLs meet with the ELL coordinator 3 times a week to receive small group instruction in the form of a supplemental writing class. In terms of improvements, the ELLs coordinator is working more closely with content area teachers to create an online ELL support resource tool that will enable content area teachers to quickly access and implement ELL instructional strategies in their lesson plans.
12. What programs/services for ELLs will be discontinued and why?
- No programs have been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ESL instructor conducted throughout the school day. Use of the ESL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students. Two such programs are the Saturday Remedial Math and Literacy program and the daily after school homework help program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As a school that is focused on fostering the development of Science, Technology, Engineering and Math (STEM), our ELL population is afforded the opportunity to use various online tools to foster their growth and development. A few examples of these online supports are that of the Readworks on-line tutorials, Kids blog, Math Institute games, Google docs, and on-line collaboration between teachers and students. To elaborate, students are encouraged to use the internet to collaborate with one another and to discuss on-going projects with their writing teachers. Finally, all classrooms are equipped with smart boards, chart paper for posting of additional instructions/examples, laptops, desktops, and printers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Overall, ELLs are provided with push-in ESL instruction through, using a co-teaching model. This affords us the use of small group work in the content areas of Literacy, Writing and Math. We also incorporated the read-works literacy development program during book club and have enstated at pull-out Writing Intensive class that meets 3 times a week. We use ESL and UDL strategies in all content areas.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ESL instructor conducted throughout the school day. Use of the UDL and ESL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
All new students participate in a mandatory, 5-day, summer bridge program during the month of August. During this program, students are introduced to the school's culture and values, and are provided with an opportunity to build new relationships with teachers and students in a relaxed environment. Students who enroll after the month of August, are provided with make-up sessions and additional support to help them assimilate into the culture of the school, without undermining their own cultural background and values.
18. What language electives are offered to ELLs?
N/A
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.

Questions 1 & 2 –

Teachers of ELLs are encouraged to attend 1 or more outside Common Core aligned PDs that focus on the instruction of ELLs, per year. These PDs may be offered through the Office of English Language Learners or from an alternate source, such as Teachers College continuing and professional studies programs. As updates for available Common Core aligned PDs is received by the ESL coordinator and Administrators, Teachers of ELLs are forwarded this information for selection of PDs at their end.

In addition to this, the ESL coordinator participates in each of the following meetings and uses these venues as a platform to help provide additional supports to the content area teachers.

Professional Development Strategies:

-Weekly Department and grade meetings, during which staff collaborate and plan instruction, read and discuss professional articles to enhance instructional strategies and identify and implement uniform ways of instructing and assessing students. Meetings are also used to discuss the implementation of interdisciplinary vocabulary development.

-Co-planning time allotted to ELLs and ELA teachers to aid in the collaboration and development of projects and tiered assignments, as well standard based assessments.

-ESL coordinator attends ongoing workshops for ELL providers and then turn keys workshop information acquired during PD time allocated for the staff.

Finally, in addition to the supports above, the ESL coordinator has created and maintains online googledocs folder, titled English Language Learner Supports, in which she periodically adds articles, graphic organizers, sentence starters and other useful tools that are meant to help content area teachers plan and differentiate their lessons accordingly.

Question 3 – N/A

Question 4:

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

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?

TYWLS Bronx strives to raise parent involvement in all school related operations and to expand their knowledge as it relates to the services available within the community for parents and students. Our school secretary, Cherisse Lewis and our Parent Coordinator and Business Manager, Cristal Goris, coordinate numerous planned workshops, parent/teacher conferences and informational meetings for parents planned and scheduled throughout the school year. Additionally, we work with the Beacon parent-outreach program, which provides various parental workshops, including ESL programs that help to raise the level of parental involvement and sense of community. The availability, as well as the dates in which these programs take place is communicated via letters sent home with students, as well as automated voicecalls that are communicated in both English and Spanish languages. In the event that additional translation is needed, a translator is requested through the DOE translator service.

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

In addition to the afore-mentioned, parental involvement is also fostered through the following activities:

Welcome Back to School Night

Math Family Night

Science Family Night

Muffins with Moms

Donuts for Dads

Thanksgiving Feast

Family Science Trips (Bronx Zoo/AMNH)

Breast Cancer Walkathon at Orchid Beach, NY

On-boarding Family Luncheon

Father-Daughter Dance

Parent Workshops on: Skedula (On-line grading system); Financial Awareness; Healthy Kids; etc)

Parent Teacher Conferences and Extended Parent Teacher Conferences

English as a Second Language (program offered on site to all families sponsored by Beacon)

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.

During our first year, we used Fountas and Pinnell running records and Writing Rubrics to determine the reading levels and writing abilities of ELL students. The data guided us in providing instruction targeted to the specific needs of our students. The information helped to inform our school as to the reading and writing trends common among our ELL students. As a result, we formed book clubs and writing tutorials to assist our students with focus on reading comprehension, word study for phonics, vocabulary development, spelling through direct instruction, and process writing. This year we are using the Ed Performance lexile level test in the same capacity.

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

Part VI: LAP Assurances

School Name: <u>TYWLS Bronx</u>		School DBN: <u>568</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lee Laureano	Principal		1/1/01
Devon Eisenberg	Assistant Principal		1/1/01
Crystal Goris	Parent Coordinator		1/1/01
Julissa Di Lone	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 to 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **5** Network: **568**

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.

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

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

The findings of our school was 112 English, 63 Spanish, 5 Soninke, 1 Mandina, 1 Fulani, 2 French and 1 Bambara speaking family. This was communicated to all stake holders in the school.

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.

In order to address the overall needs of our parents, all correspondence is provided in both English and Spanish as this addresses over 90% of our family needs. The letter being translated is sent to an in-house staff member for translation one to two days in advance of distribution.

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

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

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

As described above, we are meeting the parental notification requirements for translation and interpretation services in providing all written material in both English and Spanish which addresses over 90% of our families. Oral translations are also done in both languages by in-house personnel.