

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

14K614

School Name:

YOUNG WOMEN'S LEADERSHIP SCHOOL OF BROOKLYN

Principal:

LANI LUCAS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Young Women’s Leadership School of Brooklyn School Number (DBN): 14K614
Grades Served: 6-12
School Address: 325 Bushwick Avenue, Brooklyn, NY 11206
Phone Number: (718) 387-5641 Fax: (718) 387-6153
School Contact Person: Cristina Jacobs Email Address: cjacobs@tywlsbrooklyn.org
Principal: Lani Lucas
UFT Chapter Leader: Rebekah Corace
Parents’ Association President: Aquila Jordan
SLT Chairperson: Ada Ibe
Title I Parent Representative (or Parent Advisory Council Chairperson): Roshawn Boyce
Student Representative(s): Neah Johnson
Diamante Ortiz

District Information

District: 14 Superintendent: Donald Conyers
Superintendent’s Office Address: 335 Adams Street, Room 504, Brooklyn 11201
Superintendent’s Email Address: dconyer@schools.nyc.gov
Phone Number: (718) 923-5124 Fax: 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director’s Office Address: 131 Livingston Street, Room 606, Brooklyn, NY 11201
Director’s Email Address: aanorma@schools.nyc.gov
Phone Number: (917) 287-9241 Fax: 718-935-5941

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Lani Lucas	*Principal or Designee	
Rebekah Corace	*UFT Chapter Leader or Designee	
Aquila Jordan	*PA/PTA President or Designated Co-President	
Maggie Bacon	DC 37 Representative (staff), if applicable	
Roshawn Boyce	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Neah Straker	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Diamante Ortiz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Horrace Moore	CBO Representative, if applicable/	
Nita Stevenson	Member/Parent	
Dina Straker	Member/Parent	
Cristina Jacobs	Member/Administrator	
Ada Ibe	Member/Teacher	
Regina Bittle-Milan	Member/Parent	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Young Women's Leadership School of Brooklyn is a middle/high school with 378 students from sixth through twelve. The school population comprises 63% Black, 32% Hispanic, 1% White, 1% Asian and 3% other students. The student body includes 3% English language learners and 19% special education students. Girls account for 100% of the students enrolled.

The Young Women's Leadership School of Brooklyn was established in 2008 to nurture the intellectual curiosity and creativity of young women by supporting the "whole girl" in order to maximize academic achievement, social-emotional well-being, and postsecondary success. TYWLS, Brooklyn is supported by the [Young Women's Leadership Network](#) and its [CollegeBound Initiative](#) to replicate the best practices of private and independent girls' schools. At our school, learning is dynamic and participatory, enabling students to experience great success on many levels, especially in the STEM subjects: science, mathematics and technology. Girls' education research guides the TYWLS model, an academically rigorous program fused with strong social-emotional support that forms the basis of TYWLS' "whole girl" approach to education. Students are encouraged to achieve their personal best both in and out of classroom, as we strive to work with families to install in our students a sense of community, responsibility, and ethical principles of behavior—characteristics that will help make them leaders of their generation. TYWLS, Brooklyn students have the opportunity to attend yearly international trips to destinations such as China, Italy, France and London, as well as regular college trips throughout the year.

Mission Statement

The Young Women's Leadership School of Brooklyn (TYWLS of Brooklyn) was established to nurture the intellectual curiosity and creativity of young women and to address their developmental needs. Learning is dynamic and participatory, enabling students to experience great success on many levels, especially in science, mathematics, and technology.

At TYWLS of Brooklyn, students are encouraged to achieve their personal best in and out of the classroom. Teachers will deliberately make connections to students' lives, prior knowledge, and the world. Through advisory, small class size, and ongoing assessments, students will be known well by the adults in the building. Thus, learning will be tailored to students' interests, needs, and strengths. Students will be challenged and supported so that they will be prepared for higher level courses throughout middle and high school.

Every TYWLS student is college bound. The Young Women's Leadership School of Brooklyn will graduate 100% of its students in seven years and each young woman will be accepted into a four year college or university.

Students of TYWLS of Brooklyn will grow academically and emotionally into leaders of their school, community, and the world. TYWLS strives to work with families to instill in all students a sense of community, responsibility, and ethical principles of behavior- characteristics that will help to make them leaders of their generation. Through exposure to technology, engagement in community service, and participation in action-research and interdisciplinary projects, students will find their voice and take responsibility for their community. At TYWLS of Brooklyn, parents are partners and together we will support the experience as each leader grows in Brooklyn.

Framework areas of strength: Rigorous Instruction and Collaborative Teachers. As evidenced by increased pass rates, the work of the PD Planning committee, grade teams, department teams, teacher mentoring, and the SIT committee to improve teaching and learning, and 100% graduation and acceptance into 4 year colleges.

Focus Areas for 2015-16: Trust, Effective School Leadership, and Family – Community ties. Will work on these through the implementation of the Rethinking Discipline Pilot program in restorative discipline.

14K614 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	382	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching
				23
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	6	# Drama
				5
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	74.3%	% Attendance Rate		91.3%
% Free Lunch	71.5%	% Reduced Lunch		10.5%
% Limited English Proficient	2.0%	% Students with Disabilities		16.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		63.5%
% Hispanic or Latino	31.6%	% Asian or Native Hawaiian/Pacific Islander		2.0%
% White	0.6%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		13.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)		4
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.3%	Mathematics Performance at levels 3 & 4		25.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	75.0%	Mathematics Performance at levels 3 & 4		54.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	86.4%	% of 2nd year students who earned 10+ credits		89.0%
% of 3rd year students who earned 10+ credits	90.0%	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Quality Review Indicator 1.1 Well-Developed for ensuring engaging, rigorous, and coherent curricula

Quality Review Indicator 2.2 Well-Developed for aligning assessment to curricula.

Area of Improvement as per the 2014-2015 PPO: Continue to ensure that teachers are delivering rigorous student-centered instruction that aligns to our instructional focus. Lesson plans and maps should reflect how students learn best and provide access for all learners.

2014-2015 Regents Weighted Pass Rates: ELA 1.27, Math .89, Science 1.27, US History .95, Global History .57

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Regents pass rates for Global History will increase by 10%. Progress towards this goal will be measured through the administration of two mock regents throughout the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The History department will identify two skills that are going to be the focus of an inquiry cycle which will inform changes to instruction/ curriculum.	History teachers	October 2015 through June 2016	History department leaders and administration
Co-planning teams will use the unit plan template to develop specific interventions and extensions for below, on-target, and high performing students.	ICT teaching teams	October 2015 through June 2016	AP of Special Education and ICT teachers
Teachers will meet bi-monthly to discuss student work and data to drive instruction.	History Teachers	October 2015 through June 2016	History Department leader, teacher leader, and administration
Teachers will provide students with rubrics and clear assessment criteria to support student learning.	All teachers	October 2015 through June 2016	Professional Development Committee, Lead Teacher, Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Lead Teacher Position, Professional Development Planning Committee, Department Leaders										
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Two Mock Regents exams

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Areas of Strength:

- Fostering a culture of mutual respect and trust through several successful systems and structures (weekly assemblies celebrating student achievement and events in the school community, advisory 3 times per week in all grades and that includes iMentor for 9th - 11th graders) (PPO 2014-2015)

Priority Needs:

- Only 36% of Middle School teachers feel that students are taught the organizational skills needed to succeed and be prepared in the next grade.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2016, the school will refine the advisory curriculum that supports the academic and personal growth of students (QR 1.4) by improving and coordinating the advisory program as measured by:

- The development of a cohesive advisory curriculum for grades 6-12 designed to positively impact students’ academic and personal behaviors
- Increased positive responses on the School Survey regarding students acquiring necessary executive skills to be successful students from 36% to 40%

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Grade team leaders continue work from 2014-15 to develop curriculum, including Student-led Conferences with grade-specific objectives and College Readiness deliverables</p>	<p>Grade team leaders</p> <p>All advisors</p>	<p>November - February</p> <p>Teachers will work on curriculum development during grade team leader meetings and grade team meetings.</p>	<p>Lead Advisors</p> <p>Grade Team Leaders</p> <p>Guidance</p>
<p>By June 2016 100% of advisors will be trained in restorative circles for community building and elements of the Respect 360 program. All advisories will have at least one circle discussion per week.</p>	<p>All advisors</p> <p>All students will experience circle discussions at least once per week.</p>	<p>On-going (as of October 42% of advisors are trained)</p> <p>By November all advisories will have one circle per week</p>	<p>Rethinking discipline Committee</p> <p>Lead Advisors</p>
<p>Two parent workshops on the Advisory curriculum will be scheduled in collaboration with PTA.</p>	<p>Parent body</p>	<p>By June 2016</p>	<p>Parent Coordinator</p> <p>Advisors</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Morningside Training, substitutes for staff members being trained, social workers, deans, advisory, partnership costs, SASF, time for Restorative Conferences and Circles, PD on the implementation</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Development of Advisory Curriculum: Each marking period at least one Grade Team Leader meeting per month will be dedicated to monitoring the development of the advisory curriculum. Teachers not yet trained in restorative approaches will continually be offered opportunities. This year, advisory is a teaching period and at least one informal will be done in advisory for each teacher.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 NYC School Learning Environment Survey 100% of teachers felt that professional development included opportunities to work productively with a colleague. 90% of teachers feel that the school has a well-defined learning expectation for all students. Overall, teachers feel as though they have an opportunity to discuss student work with other teachers however there is a protocol lacking when these discussions take place.

Based on last year’s school wide MOSL assessments the most growth was shown in trait two which addresses counterclaims in argument writing. Overall students increased by 31% scoring at level 2.5 for L.1.

Middle School State exams indicate ELA Mean Proficiency is 2.5 out of 4.5 and Math Mean Proficiency is 2.4 out of 4.5.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the ELA Mean Proficiency on Middle School State exams will increase from 2.5 to 2.7 out of 4.5 as measured by teacher created unit and midterm benchmark assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>MOSL Baseline assessments are administered whole school in order to gauge areas of need related to literacy and argumentative writing. Teachers norm grading in grade teams and then reflect on data to identify areas of need.</p>	<p>Grade Team Leaders and Grade Teams</p>	<p>October 2015 – November 2015</p>	<p>MOSL Coordinator, Grade Team Leaders, Teacher Leaders</p>
<p>Teachers examine item analysis for MOSL exams and in departments to determine two standards to focus on using ATLAS protocol for inquiry using student work.</p>	<p>All teachers</p>	<p>October 2015 Winter 2016 Spring 2016</p>	<p>Department Leaders, Teacher Leaders, Administration MOSL Coordinator</p>
<p>At least two academic-focused workshops for parents and families informed by Mosl assessments will be scheduled.</p>	<p>Parents and families</p>	<p>May 2016</p>	<p>Parent Coordinator, Department Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>MoSL coordinator, Teacher Leaders, PD Committee, Parent Coordinator</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant	SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Mid Term assessments, Inquiry cycle results</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Area of Strength: 100 percent of students from the class of 2015 graduated in four years and were accepted to college.

Area for Improvement (QR 2013-14): Continue providing high achieving students with opportunities to extend their learning while continuing to provide all students with the skills necessary to close the achievement gap and foster post secondary readiness. (1.2)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of students in 12th grade will graduate by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All advisors will communicate with their advisees at least twice per week regarding progress in courses during advisories.</p>	<p>All Advisors and students</p>	<p>June 2016</p>	<p>Advisory team leaders, Assistant Principals, Principal</p>
<p>All Seniors will complete college application and financial aid process.</p>	<p>Senior Advisors and College Advisors</p>	<p>Ongoing through June 2016</p>	<p>Assistant Principals, Principal</p>
<p>All grades will participate in at least 4 Early College and Career Awareness activities.</p>	<p>All Students</p>	<p>Ongoing Through June 2016</p>	<p>Assistant Principals, Principal, College Advisor</p>
<p>Schedule at least two student-led conferences during the school year.</p>	<p>School community</p>	<p>One per semester</p>	<p>Assistant Principals, Principal</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Professional Learning Team time, Parent Outreach time, Advisory Team Leaders, College Bound Initiative, Young Women's Leadership Network</p>										
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress towards this goal will be measured by monitoring marking period grades towards credit accumulation.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the 2014-2015 NYC School Survey Report, TYWLS of Brooklyn has succeeded in the following areas of strong community ties:

- 76% of parents indicated that they attended one-on-one parent/teacher meetings throughout the school year. 21% of those who attended meetings attended at least once per month.
- 82% of parents stated that they volunteered to support the school during special events.
- 88% of parents/guardians felt that the school communicates what needs to be done in order to achieve the school mission.
- 88% of those surveyed expressed that staff, teachers, and administrators encouraged feedback from parents/guardians and the community.
- Overall 93% of those surveyed reported feelings of mutual respect and value within the school community.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Parent attendance for each PTA meeting from November 2015 through June 2016 will be 20% greater as compared with the attendance from the October 2015 PTA meeting.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The new parent coordinator together with guidance and Administration will plan and organize workshops and events that communicate key information to parents and guardians beyond parent teacher conference night. Primarily communication of logistics, dates and times will be disseminated in a timely manner.</p>	<p>Parents/ Guardians Staff</p>	<p>Fall 2015- Ongoing</p>	<p>Parent Coordinator, Administration</p>
<p>Transition to incorporate community building circles during/for parent workshops.</p>	<p>Community Parents/ Guardians</p>	<p>Ongoing 2015-2016 School year</p>	<p>Parent Coordinator, Guidance, Lead Advisors</p>
<p>Promote the use of Jump Rope for family members by providing workshop tutorials to increase collaboration and sharing between home and school.</p>	<p>Parents/ Guardians</p>	<p>Fall 2015- Spring 2016</p>	<p>Jump Rope Administrator Parent Coordinator</p>
<p>Provide parent workshops geared towards the academic and socio-emotional needs of students. Survey parents on other workshops topics they are interested in.</p>	<p>Parents/ Guardians</p>	<p>On Going</p>	<p>Parent Coordinator, Guidance, Morningside Liaison</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>PTA, Parent Coordinator, Grade Advisors, Parent Teacher Liaison</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress towards this goal will be measured by monitoring monthly parent attendance records.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	<ul style="list-style-type: none"> • Reading and writing interventions according to Reading and Writing Workshop model, and general support on class work and homework based on in-class performance and assessment data. • MoSL results/item analysis • Marking period data • Students identified based on Spring 2015 Math and ELA scores are assigned to support services. Teachers provide interventions from the Curriculum Associates Strategy Specific 	<ul style="list-style-type: none"> • On-demand writing assessments and summative assessment • Peer assessment exercises • PAIDEA Seminar discussions • Use of adaptive assessment technology • AP English Language and AP English Literature • SAT Prep • Regents Prep • Literacy Seminars • iMentor <p>Inquiry in the Classroom Week</p>	<ul style="list-style-type: none"> • Tutoring • Small group instruction • Addition of 9th period for targeted small group instruction on students' program 	<ul style="list-style-type: none"> • During school day in classes (teachers group based on assessment data in both heterogeneous and homogeneous groups) <p>9th period</p>

	<p>Reading and Math intervention materials. (6th-8th grades)</p> <ul style="list-style-type: none"> Differentiated instruction based on needs of individual learners 			
<p>Mathematics</p>	<ul style="list-style-type: none"> State Exam results/item analysis Marking period data Mock Regents <p>attendance</p>	<ul style="list-style-type: none"> Success for All Power Teaching Mathematics Peer assessment exercises Student analysis of model problems Use of adaptive assessment technology Computation and problem-solving interventions and general support on class work and homework based on in-class performance and assessment data. Students identified based on Spring 2015 Math and ELA scores are assigned to support services. Teachers provide 	<ul style="list-style-type: none"> Tutoring Small group instruction Addition of 9th period for targeted small group instruction on students' program 	<ul style="list-style-type: none"> During school day in classes (teachers group based on assessment data in both heterogeneous and homogeneous groups <p>9th period</p>

		<p>interventions from the Curriculum Associates Strategy Specific Reading and Math intervention materials. (6th-8th grades)</p> <ul style="list-style-type: none"> • Differentiated instruction based on needs of individual learners • SAT Prep • Regents Prep • Numeracy Seminars • iMentor • Inquiry Exploration Week • New Visions A2i Math Coach • Math for America 		
<p>Science</p>	<ul style="list-style-type: none"> • State Exam results/item analysis • Marking period data • Mock Regents <p>attendance</p>	<ul style="list-style-type: none"> • Urban Advantage DSET Lab analysis tools and other instructional tools • Peer assessment exercises • Student analysis of model problems • Use of adaptive assessment technology • Differentiated instruction based on needs of 	<ul style="list-style-type: none"> • Tutoring • Small group instruction • Addition of 9th period for targeted small group instruction on students' program 	<ul style="list-style-type: none"> • During school day in classes (teachers group based on assessment data in both heterogeneous and homogeneous groups) <p>9th period</p>

		<p>individual learners</p> <ul style="list-style-type: none"> • Regents Prep • Earth Science and Living Environment Seminars • Forensics • A.P. Biology • iMentor • Inquiry Exploration Week • Science for America • Peer Health Exchange • BioBus- Experiential application of science content <p>Intro and AP Computer Science Classes</p>		
<p>Social Studies</p>	<ul style="list-style-type: none"> • State Exam results/item analysis • Marking period data • Mock Regents <p>attendance</p>	<ul style="list-style-type: none"> • On-demand writing assessments and summative assessment • Peer assessment exercises • PAIDEA Seminar discussions • Regents Prep • Global History Seminars • iMentor • Inquiry Exploration Week • New Visions History Coach –Focus on Argumentative Writing • New Visions Global Studies Group focused 	<ul style="list-style-type: none"> • Tutoring • Small group instruction • Addition of 9th period for targeted small group instruction on students’ program 	<ul style="list-style-type: none"> • During school day in classes (teachers group based on assessment data in both heterogeneous and homogeneous groups <p>9th period</p>

		<p>on UbD Unit Planning</p> <ul style="list-style-type: none"> • Paideia and Literacy Design Collaborative • Differentiated instruction based on needs of individual learners 		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Referrals (from advisor, parent, dean) • Attendance <p>Number/type of disciplinary incidents</p>	<ul style="list-style-type: none"> • Interborough Clinic provides one-on-one counseling year-round • Over-aged/retained students support group managed by social workers for self-esteem and academic planning <p>Group and individual mandated counseling provided by social workers</p>	<p>One-on-one and small group</p>	<p>During school and at summer school site for summer services provided by clinic for continuity of service.</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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.
The school's hiring committee is comprised of teachers and administrators, and includes three rounds of interviews throughout which committee members have several opportunities to share what it means to work at our school with applicants and applicants have opportunities to ask questions. All staff members are assigned a leadership position (i.e., teacher leader, club coordinator, or event coordinator). Teachers have the opportunity to apply for Travelship grants via the Young Women's Leadership Network. We meet with teachers regularly to discuss their intentions and how we can support their career plans within the school whenever possible.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers attend regular outside PD, especially those teaching AP courses or who teach in a subject area in which we have a partnership; Science teachers have access to Urban Advantage PD, and teachers participate in the New Visions PD groups (Living Environment, A2i, Social Studies). The PD Planning Committee is comprised of teacher leaders and at least one new teacher each year. They meet weekly to plan high quality PD to meet school-wide goals.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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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.).

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.
Teachers meet in department teams and grade teams to discuss student work and how to improve instruction. Department and grade team leaders meet with administration weekly to determine best ways to facilitate and support change. The Professional Development Committee, consisting of teachers and admin, meets weekly to discuss how to support the school's instructional focus and well as develop the school-wide PD plan.

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

<p>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, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	257,458.00	X	11,13,15,17,19
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	2,381,890.00	X	11,13,15,17,19
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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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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 Brooklyn]**, 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 Brooklyn]** 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, School Quality 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)

[The Young Women's Leadership School of Brooklyn], 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 on assessments.

• School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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;

- **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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
 - share responsibility for the improved academic achievement of my child;

- **Student Rights and Responsibilities:**

- We expect to be treated fairly with courtesy, and respect at all times
 - We have the right to express ourselves positively
- We have the responsibility to respect ourselves and others as individuals and treat others fairly.
 - We have the responsibility to be *respectful* and courteous at all times.
 - We have the responsibility to be *open-minded*; we learn and try new and different things.
- We have the responsibility to recognize that there is more than one possible resolution to any given situation; we are *open-minded* and respect multiple perspectives.
 - We have the right to feel safe and secure, physically and emotionally.
- We have the right to feel that others in the community make decisions that have our best interests at heart.
 - We have the responsibility to seek assistance for ourselves or others who do not feel safe or secure.
 - We will consider other's values in the way that we treat them.
 - We have the responsibility to establish and maintain trust through communication and action.
 - We have the right to experience and become part of a high quality learning environment
 - We expect to experience support and develop to our full potential
 - We expect to achieve our personal goals.
 - We expect to enjoy the learning process.
 - We have the right to be challenged and supported through productive struggle.
 - We have the responsibility to perform to the best of our ability even if that means succeeding after multiple opportunities.
 - We have the responsibility to help create a high-quality learning environment.
 - We will be *present*, on time, and fully *prepared* to learn and *persevere*.
 - We will present ourselves with dignity and self-respect
 - We will behave in ways that enable others to realize their goals.
 - We will respect the school's property, our own, and that of others.

- We have the right to have a voice and make contributions to the school community.
- We can contribute to decisions leading to positive changes in our school community.
 - We have the responsibility to be leaders in our community
 - We will be positive role models for our peers.
- We will accept help and provide assistance to others and be part of the solution whenever possible.

We have the responsibility for helping to make the change we want to see in our community.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 614
School Name The Young Women's Leadership School BK		

B. Language Allocation Policy Team Composition

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

Principal Lani Lucas	Assistant Principal Melissa Caballero
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Richard Atkins	School Counselor type here
Teacher/Subject Area Josephine Ramage /ELA	Parent Nita Stevenson
Teacher/Subject Area type here	Parent Coordinator Martha Reyes
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Donald Conyers	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (excluding pre-K)	358	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	3
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	7			2	2		4		3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	3	1	1	1	1		0
Chinese														0
Russian														0
Bengali												1		0
Urdu														0
Arabic										2	1			0
Haitian											1			0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1	1		1	2			0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)									1	1		1		0
Expanding (Advanced)								2		1	1	1		0
Commanding (Proficient)								1	2	1	1	1		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1	2	1	1	1		0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1	1			0
6	2		1		0
7	2	1			0
8	1				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5	1		1						0
6			3						0
7	1		1		1				0
8	1								0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra	5	2	2	0
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science	2	1	0	0
Living Environment	1	1	1	0
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	2	1	0	0
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 ELL reading levels are continuously assessed according to the TCRWP. These assessments reveal that all of our ELLs are below grade level benchmarks in literacy, especially our newcomers. Of our students who were enrolled this year, three students were at a level B, one was at a level D, and another was at a level O. This demonstrates that our newcomers are significantly below grade level in English literacy. In response to this data, teachers have been assigning ELLs leveled readers and content at a lower elementary level. Furthermore, reading levels for our transitioning ELLs are still far below grade level, as they entered this year at the H level. In response to this data, reading is targeted in pull out ENL classes and ENL push in/small group instruction. Moreover, teachers are focusing on close reading strategies across the curriculum. ELLs are taught strategies to increase their comprehension; they are especially encouraged to chunk readings, look for familiar words and cognates, and use headings and pictures to gather the main idea.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We have students who are performing at all levels across all of our grades. Newcomers are performing at the entering level, while ELLs who have been here for 3 years or more are ELLs at the transitioning and expanding levels. Additionally, there were 5 newcomers this year who were new to the DOE. 4 out of 5 of them scored at the Entering level on the NYSITELL, and this is true across their grade levels (grades 6, 7, 9, 10). One 11th grader came from Hait and she scored Expanding on the NYSITELL.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 50% of our students made progress on the NYSESLAT in 2015, which falls short of the goal of 67.4%. However, 30% of our ELLs scored proficient on the NYSESLAT, which outpaces the goal of 15%. This data reveals that some of our long term ELLs, particularly SWDs are having difficulty making progress on the NYSESLAT. These students are currently being targeted through interventions via SETSS work, ENL support, and ICT support.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

ELLs do not take periodic assessments. They are assessed through TCRWP, MOSL, and teacher created assessments. Teachers use the results of these assessments in order to inform their teaching. For example, classwork is especially differentiated for ELLs at the Entering and Transitioning levels, and these students are encouraged to use bilingual glossories in class. ELLs also receive classwork in their home language when possible, especially in Regents classes where they can take the Regents in their home language. While some teachers are able to speak Spanish with students, and while students are provided with bilingual materials at times, the home language is not used frequently in instruction. None of the students who have taken Regents in their home language have passed the exam, while students who have taken the exams in English have performed slightly better (with two out of 5 students passing integrated Algebra; the one student who took Living Environment in English passed, while the student who took it in Spanish, her home language, did not pass). While this is a very small sample size (the highest number of ELL students taking a Regents was 5 students for Integrated Algebra), it appears that students are performing better when they take the exam in English. This could be because classes are taught primarily in English and most resources that students receive are in English. Finally, across performance levels, the three students who passed their Regents were all at the Transitioning to Expanding level. Therefore, our ELLs who are further along in their language acquisition have had more success passing Regents. Meanwhile, there were no students in Middle School who took their exams in their home language, and most students scored in the 1-2 range. Students who scored 3's were both designated as Former ELLs as per the 2015 NYSESLAT. Therefore, once again it appears that students who have become commanding in English, perform at a higher level than those students who have not yet reached the commanding level.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL teacher meets with grade teams to discuss the progress of individual ELLs. Teachers also keep in regular contact about students' progress and the support that they require in order to gain content knowledge and acquire English.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our ELL program is evaluated through the use of assessments such as TCRWP Reading Levels, teacher created assessments, and the NYSESLAT. In the past two years 6 students have tested Proficient/Commanding on the NYSESLAT. Last year, 5 out of 9 students made progress on the NYSESLAT, moving to the next level, while 4 students remained at their current level. Three of the students who did not show significant progress were longterm ELLs and SWDs. These students are receiving extra support through programs such as ICT and SETSS.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
Parents enroll their children with our Guidance Counselors (Markeeda Goodwin, High School or Sandra Remy, Middle School). Our ENL coordinator (Richard Atkins, MA in TESOL and Spanish) meets with these parents to administer the HLIS and conduct an interview. If the parent speaks Spanish, an interview is conducted in Spanish (the ENL teacher speaks Spanish). If the parent speaks Arabic, Bengali, or Hindi, our middle school Science teacher, Ms. Kapoor assists in translations. If parents speak a language other than Spanish, Hindi, Bengali, or Arabic, we accommodate them by calling the DOE's Translation and Interpretation Unit. Based on the parent's responses to the HLIS, our ENL coordinator determines if English is not the primary language spoken at home, then administers

the NYSITELL to the new student within 10 days of enrollment. Spanish speakers are administered the Spanish LAB. Then, a second meeting with the parents is scheduled to view the orientation video and discuss program placement.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
After administering the NYSITELL and evaluating the new student's level, the SIFE oral interview is conducted by the ENL coordinator, utilizing the questionnaire provided by the DOE. Our ENL coordinator administers this survey in Spanish with our Spanish speakers. If a student's home language is a language other than Spanish, then a translator is booked to come in for the interview process. Students who are identified as having a gap of two or more years in their education, are officially designated as SIFE. The LENS is then administered to Spanish speakers to further assess their academic levels. This process must be completed within the first 30 days of enrollment and it is the responsibility of the ENL coordinator. If a student is not designated as SIFE through the intake process and oral interview, classroom teachers are aware that students may still be 2 or more years below grade level. It is the responsibility of both the content teachers and the ENL teacher to assess student work (classroom assignments in all content areas, including math assessments and reading and writing assessments) in order to determine of students need to be reevaluated as potential SIFE.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
ELLs may be evaluated for IEPs based on teacher observations and assessments. If a teacher has evidence that an ELL may require an evaluation, the IEP Coordinator, Jose Calixto, in coordination with the ENL Coordinator, Richard Atkins, and the principal, Lani Lucas, schedule a parent interview. This meeting may be held in Spanish or English, as both Mr. Atkins and Mr. Calixto are Spanish speakers. If the parent speaks a language other than English or Spanish, an external translator is hired through the DOE translation and interpretation unit. Students who have previous IEPs will also be evaluated by the IEP coordinator and ENL coordinator and their parents will be consulted. Based on these meetings and evaluations, and the NYSITELL results, these students will be determined to be ELL students or non-ELL students and placed into an ENL program within 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ENL Coordinator, Richard Atkins, immediately schedules a parent meeting and distributes these letters once the exam has been completed and scanned.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed during the initial parent orientation/meeting with the ENL coordinator, Richard Atkins. Parents meet with the ENL coordinator one-on-one and have the opportunity to see the orientation video, hear about program options, fill out the parent survey, and ask any questions. During this interview, parents are informed of their right to appeal their child's ELL designation within 45 days. All records are completed by the ENL coordinator and kept in a file in a locked closet.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
After students are administered the NYSITELL, the ENL coordinator, Richard Atkins, makes an outreach call to parents in order to schedule a one-on-one follow up meeting. At this meeting, parents view the orientation video. Next, the programs are clearly explained to them by the ENL coordinator, using supplementary material, which accurately summarizes each program. Parents are encouraged to make a choice based on the program that they feel best suits their child. Parents complete and return the parent survey directly after this meeting takes place. If parents do not return the parent survey, they are notified via phone call and letter that their child has been placed into the program that we have, which is Freestanding ENL. In this letter, they are notified that they have the right to appeal this decision.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents meet one-on-one with the ENL coordinator and fill out the survey before leaving.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
This situation has not occurred, but it is the responsibility of the ENL coordinator to monitor this information. Currently, we have a very small number of ELLs, so parent orientations occur quickly via one-on-one meetings, and parents are walked through the entire

process.

9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL Coordinator distributes placement letters after the parent orientation and survey have been completed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All records and original documents are maintained by the ENL coordinator and placed in a locked closet in the ENL classroom. Any administrator or teacher who needs to access these documents may do so by making a request to the ENL coordinator. Files are maintained and updated throughout the year for each student. Each ELL and former ELL has an individual file, in which can be found the HLIS, entitlement/non-entitlement letters, NYSESLAT and NYSITELL scores, and any other relevant assessment data and parent communication.
11. 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.
First, students eligible to take the NYSESLAT are identified via the RLER ATS report, run by the The ENL coordinator, Richard Atkins. Then, the ENL coordinator, in collaboration with administration, schedules the time slots for students to take the 4 components of the NYSESLAT. Students take the exam in the designated grade-bands, and are released from their usual schedule in order to take each section. The speaking section is administered individually by both the ENL coordinator and other teachers who have been trained by the ENL coordinator in scoring the exam. All records and original documents are maintained by the ENL coordinator and placed in a locked closet in the ENL classroom. If a student is absent for one of the administration days, the ENL coordinator and administration collaborate to ensure that the student is tested on a different day. The ENL coordinator is relieved of other teaching duties in order to administer all aspects of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL coordinator is responsible for sending these letters out at the beginning of the school year. Parents receive information from the school every week through our Parent Communication folder, which parents must sign and return with their child weekly.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
All parents of newly admitted ELLs over the past two years have chosen Freestanding ENL. Over the past three years, we have had 9 new students enter our school who were ELLs entering the DOE for the first time. Every one of these parents chose Freestanding ENL after having a parent meeting and viewing the orientation video. Thus, the program offered at our school (Freestanding ENL) is in line with our parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

ENL students are grouped according to class section in each grade. These students travel together. They are in heterogenous groups. Entering-Transitioning ELLs are pulled out to received standalone ENL, and they also received integrated ENL in their classes through push in services offered by the ENL teacher, Richard Atkins. In the same manner, ELLs of all levels receive integrated push in services. Entering-Transitioning level ELLs also receive instruction during a 9th period stand alone ENL class. Push in and Pull out schedules are created in collaboration between the ENL coordinator, Richard Atkins, and the Principal, Lani Lucas in order to ensure that students receive the instruction that is mandated by CR Part 154.2.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ENL push in and pull out services are scheduled based on the requirements set out in CR Part 154.2. Based on students' NYSELSAT levels, the ENL coordinator, Richard Atkins, along with Lani Lucas, Principal, decide how best to serve our ELLs by offering them their mandated minutes. Entering High School ELLs receive 540 minutes of instruction, 360 minutes of which is standalone ENL. This is accomplished through pull out ENL services throughout the week (Entering ELLs receive 8 periods of pull out instruction). The remaining 180 minutes are delivered through integrated push in ENL services, through 4 period of push in with the students' content classes (currently social studies classes). Likewise, Emerging ELLs receive 360 minutes in total, with at least 180 minutes of standalone ENL and the additional 180 minutes provided through push in services. Transitioning ELLs receive have of their services (90 minutes) through freestanding ENL and the other half through integrated ENL . Finally, Expanding ELLs receive all of their 180 minutes through integrated ENL. Our middle school ELLs are served in a similar manner, with our Entering and Emerging ELLs receiving instruction through a standalone ENL program offered during 9th period 4 times a week (180 minutes). The rest of their instruction (180) minutes is received through integrated ENL through collaboration with the ENL teacher and their ELA teacher. Likewise, Transitioning and Expanding ELLs receive all of their 180 minutes through ENL integrated services.
3. Describe how core content is delivered in each program model. 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.

Core content is primarily delivered in English by content area teachers. However, students native language is also utilized, especially Spanish. ELLs benefit from bilingual instruction in Spanish in their social studies classes, provided by Jose Calixto. In other classes, students receive bilingual support from the ENL/Spanish teacher, Mr. Atkins. With the support of Mr. Atkins and Mr. Calixto, teachers utilize class materials in students' native language (Spanish) and assess students in Spanish. For students who speak other languages, fewer materials in the home language are provided. However, students are encouraged to use bilingual glossories during their content instruction. Furthermore, teachers work to differentiate their content work in English. Teachers draw support from websites such as EdHelper in order to differentiate instruction and provide materials at the levels of our ELLs. Ells receive further support from push in and small group pull out sessions, during which the ENL teacher works with them on the content that their teacher is focusing on, primarily in ELA and Social Studies. The ENL teacher provides contehnt support by meeting weekly with content teachers and discussing approaches to assessment and differentiation, as well as by pushing into the classroom and working with students in small groups. The ENL teacher assists content teachers in locating materials in students' home language and materials suitable for students' levels. These materials include videos and low level materials which include simplifies language and many images. Teachers also take advantage of internet resources, such as BrainPOP, to ensure that students are engaged in material that they can comprehend.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are evaluated in Spanish by bilingual certified teachers and the ENL/Spanish teacher.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL teacher and content teachers continuously assess ELLs progress along content, reading, writing, speaking, and listening. This is done both formally through TCRWP reading assessments are teacher reated assessments modelled on the NYSESLAT and

informally through teacher observations. All ELLs are assessed by the ENL teacher via TCRWP reading assessments at least once per month, and data is kept up to date via an excel document. Students' writing is assessed daily through ENL and content assignments. Students complete written responses daily, including formal argument essays, informal journals and letter writing, and projects. This work is done primarily in ENL classes and is assessed by the ENL teacher. However, content teachers also provide writing assignments and projects, through which they assess ELLs. Listening and speaking is assessed informally, through teacher observations. Teachers meet weekly and also exchange emails regularly regarding the speaking and listening progress of our ELL students. Student speaking and listening is formally assessed in their content classes and in their ENL classes through Socratic Seminars, presentations, and debates. Teachers use a checklist in order to assess student speaking. Teachers utilize surveys, classwork, and exit slips to assess student listening. Our ENL curriculum also includes daily and weekly opportunities for students to engage in listening and communicative activities, with classwork being assessed daily by the ENL teacher.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

SIFE and Newcomer students receive more support in their home language. They are encouraged to read in their home language and often completed assignments in their home language. Content work is significantly differentiated and scaffolded to their level, and they are often grouped with more advanced students who speak the same language at home. Developing ELLs complete most of their work in English, although they are still encouraged to read in their home language. They may still receive instruction and materials in their home language in some Regents classes, as they often choose to take the Regents in their native language. Long Term ELLs tend to be SWDs, and as such are always placed into ICT and SETSS programs. These students work both with the ENL teacher and special education teachers. Former ELLs continue to receive differentiated instruction based on the recommendation of the ENL teacher and their content teachers. Former ELLs and Expanding ELLs receive instruction through integrated ENL (180 minutes weekly). The ENL teacher works with the content teachers, primarily in ELA and Social Studies, in order to differentiate for these students. Lastly, all ELLs and former ELLs (for two years) receive testing accommodations, such as time and a half, bilingual glossaries, a separate location, and testing or translation services in their home language.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Parents may submit a written request to review their child's ELL status. They would submit this request to the ENL coordinator or the principal. Upon receiving such a letter, the ENL coordinator will initiate a review of the student's ELL status. This review will include a meeting with all of the students' teachers and an evaluation of student work and progress across all content areas. This process will be completed within 10 days and parents will receive written notice of the decision. After this occurs, the student will no longer be considered an ELL and will not receive ENL services. However, it is the responsibility of the classroom teachers and the ENL teacher to continue to assess the student. If assessments demonstrate that the student is beginning to struggle, a meeting will be called in order to re-evaluate the student's progress and determine if the student should be reclassified as an ELL. If all teachers agree that the student has demonstrated a significant decline in performance, the principal will be notified of our suggestion to reclassify the student as an ELL. After discussing all of the evidence, the principal will make a decision, in collaboration with the superintendent, as to whether or not the student would benefit from returning to ENL service. Parents will be involved in the entire process, and will be notified of the principal's ultimate decision within 10 days. The ENL teacher and the content teacher will then meet weekly and continue to monitor the progress of the student in order to ensure that the student is not adversely affected by the process.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers use programs such as Wilson or Recipe for Reading in order to promote literacy development among SWDs. ELA and ENL teachers also provide students with leveled readers at the developmentally appropriate level. Teachers use appropriate ENL and SPED strategies to differentiate work for these students by chunking texts, providing students with translations of important words, and picture dictionaries. Teachers include simplified language in their instruction, and are sure to repeat important academic vocabulary multiple times throughout the lesson. These words are accompanied by images, and teachers also provide bilingual glossaries and simplified definitions of vocabulary words. Math teachers and SPED teachers work with

Chart these students individually and in small groups during class in their ICT and during SETSS pull out classes. Teachers

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students received support from SPED teachers in their ICT classes. Based on their IEP, students may also receive SETSS services and ENL push in and pull out services. However, all SWD's spend the majority of their day and take all of their content classes with their non-disabled peers.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

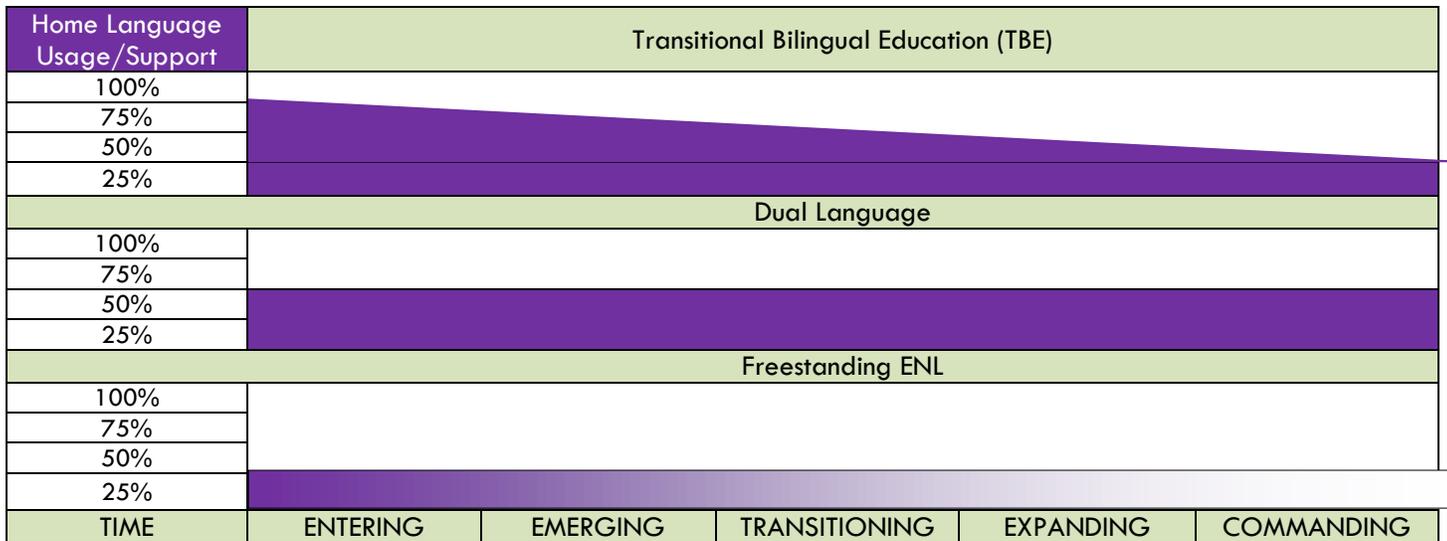


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Longterm ELLs and SWDs are targeted through SETSS and ICT classes in all of their core classes. In math, Entering and Emerging ELLs, as well as SIFE students at higher levels, work with SPED teachers one-on-one to increase their skills in algebra (high school) and basic mathematics (middle school). Furthermore, high school students who did not pass the Algebra Regents are targeted through a 9th period Algebra Extension class. In ELA, middle school ELLs are targeted through a literacy intervention program called CARES (Comprehension and Reading Extended Support). All targeted intervention programs are offered in English. However, our Algebra teacher is able to offer support in Spanish as well (although the primary language of instruction is still English and it is not a bilingual program).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In our current program, ELLs are able to learn content while they are acquiring English. All ELLs are placed into content classes, but they also receive the support of small group instruction, pull out, and push in services. They also receive differentiated work in order to assist with their comprehension of the content, but also to focus on learning the academic vocabulary and language structures that they need to excel in their classes and beyond. The effectiveness of our program can be measured by the fact that more than half of our ELLs have tested commanding/proficient over the past two years, and nearly all of our ELLs show improvement on the NYSESLAT every year. However, state scores for our ELLs remain low, with few students scoring above a 2 in middle school and few students passing the Regents in high school. Therefore, ELLs are being targeted in specific interventions, such as an afterschool literacy program (ELA), after school Regents prep courses for Science and Social Studies classes, and 9th period Algebra extension.
12. What new programs or improvements will be considered for the upcoming school year?
We are currently exploring how we can further assist ELLs through integrated ENL by hiring more teachers with a TESOL extension and by offering more opportunities for our content teachers to attend ENL PD events.
13. What programs/services for ELLs will be discontinued and why?
There will be no programs that will be discontinued for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have the same opportunities afforded to all students. ELLs are encouraged to attend after school help sessions with teachers and join clubs that help them to integrate into the school community. ELLs are involved in dance and music clubs, as well as a mural/art club. Middle school ELLs attend SASF. ELLs receive pull out support with the ENL teacher. In this way, they create a community with each other. ELLs are also integrated into the community through advisory. Advisories are kept small (around 13 students) and students are able to develop relationships with their peers, as well as with their advisor.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs work with leveled readers in ELA. ELLs at the Entering and Emerging levels read teacher provided books in their home language in ELA. Entering ELLs are also provided with chromebooks, which they carry from class to class. Primarily in ELA, but in content classes as well, these students complete independent, teacher directed work on Starfall and brainPOP. In content classes, such as science and social studies, teachers utilize videos and computer programs such as Starfall and BrainPOP. Students at the Emerging level and above utilize NEWSOLA, a leveled reader news website for students, in ELA and content classes. Additionally, students are given dictionaries, which they are encouraged to use across all classes. Content teachers in math, science, and social studies, also have specific glossaries that assist students with the relevant high frequency academic language for those classes.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered in Spanish through bilingual teaching strategies provided by bilingual certified teachers and the ENL/Spanish teacher. Students are frequently grouped with more advanced students who speak the same language at home.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
It is the responsibility of the ENL coordinator, as well as content and SPED teachers, to ensure that ELLs are receiving the resources and support they need. ELLs are regularly assessed by the ENL teacher, who meets with their content teachers in grade team meetings. At these meetings, teachers discuss what services/resources would best meet our ELLs needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs are immediately introduced to other ELLs at the school by the guidance counselor and the ENL teacher. They are scheduled for pull out services, or encouraged to come meet during lunch and after school with the ENL teacher and other ELLs. Students are placed into an advisory, where they get to form relationships with a smaller number of students, as well as their advisor. Before the school year, students participate in a Summer Bridge program, during which they meet other students and teachers, participate in team building activities, and learn more about school policies and available programs. Throughout the year, students attend various field trips and out of school events organized by different grade teams. High School students also participate in iMentor every week.

19. What language electives are offered to ELLs?

Middle School ELLs may take French, while High School students have the opportunity to take Spanish.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

Furthermore, staff receive specific PD relative to best practices for ELLs during PLT throughout the school year. ELA, ENL, and content teachers attend PD events at New Visions and TC.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers attend PD events at New Visions and TC.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

As students transition to Middle School or High School, they attend an event called Summer Bridge, where they are able to meet their peers and teachers. Teachers are able to assess students language abilities and begin to forge relationships with them. Staff meets with the ENL coordinator in order to discuss best practices for these students.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Requirements are met through a mix of in house and out of house PD events. Records are kept by administration.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL coordinator schedules one-on-one meetings with parents of ELLs at least once a year, but more times for newcomers. Parents are also updated regularly via phone calls. Parents speak either English or Spanish with our ENL coordinator and our parent outreach coordinator. If parents request a different language, a translator is hired or called through the DOE translation services.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Records for these meetings are kept by the ENL coordinator, Richard Atkins, the person who schedules and conducts saids meetings. Records are entered into Jumprope, our online record keeping program, relevant records are entered into ATS, and all records are stored in a locked closet in the ENL room. Interpretation services are offered through the DOE's translation and interpretation unit.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are encourages to join the PTA, come to PTA and budget meetings, PTA sponsored events, and parent-teacher conferences. Parents are also encourages to attend school wide events and performances, such as the talent shows, plays, and musical performances. The parent outreach coordinator reaches out to these parents in regards to attendance to meetings and parent-teacher conferences. The ENL coordinator also reaches out to parents to schedule meetings and invite them to special events. Letters and phone calls are sent home in English and in the parents language of choice for school communication (as per their choice on the HLIS).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A

5. How do you evaluate the needs of the parents?

We have a full time parent coordinator who works with our parents. She provides outreach and sends home any relavant announcements (in English and the parent's language of choice) in a weekly parent communication folder.

6. How do your parental involvement activities address the needs of the parents?

Parent involment activities encourage parents to integrate into the school community and have their voices heard. Mainly this occurs through the PTA and through one-on-one meetings with the ENL coordinator and the parent coordinator. Parents always receive information from the school in the language of their choice.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lani Lucas	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Richard Atkins	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K614**

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

Superintendent: **Donald Conyers**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences are identified using ATS reports, Emergency contact cards, and parent surveys

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Spanish, Arabic, Bengali

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference

announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Residency Questionnaire, Internet Usage Policy, Google App for education policy, Uniform policy, Interborough Developmental and Consultation Center information

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Curriculum night 9/17/15, Parent teacher conference 11/17/15, 5/17/15, Student-Led conferences 3/15/15, IEP meetings, Monday parent outreach times, HS & MS Open houses

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Parents inform their child's advisor if a translator is necessary for a scheduled meeting and arrangements are made by administration or support staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

A combination of school staff, the DOE Translation Interpretation Unit and requests for onsite interpreter is used to address our translation needs.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All staff members will be provided with the Language Palm Card. Communication with staff regarding translation services are also conducted via school email and via daily morning staff meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys will provided to parents via our "Golden Ticket". This is our system of communication with parents that consists of a folder that goes home with the child every Thursday caring coresspondence between parents and the school.