

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

30Q286

School Name:

YOUNG WOMEN'S LEADERSHIP SCHOOL, ASTORIA

Principal:

ALLISON PERSAD

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 Astoria School Number (DBN): 30Q286
Grades Served: 6-12
School Address: 23-15 Newtown Avenue, Astoria, N.Y. 11102
Phone Number: 718-267-2839 Fax: 718-728-0218
School Contact Person: Allison Persad Email Address: apersad@schools.nyc.gov
Principal: Dr. Allison Persad
UFT Chapter Leader: Jackie Shendler
Parents’ Association President: Rose Dauge, Miriam Pico
SLT Chairperson: Gerald France
Title I Parent Representative (or Parent Advisory Council Chairperson): Lisette Porrata
Student Representative(s): Ayat Husseni
Misbah Ayan

District Information

District: 30 Superintendent: Juan Mendez
Superintendent’s Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent’s Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

BFSC: North Queens Director: Lawrence Pendergast
28-11 Queens Plaza North, 4th floor Long Island City, New York, 11101
Director’s Office Address: 11101
Director’s Email Address: LPender@schools.nyc.gov
Phone Number: 917-225-2020 Fax: 718-391-8320

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)
Allison Persad	*Principal or Designee	
Gerald France	*UFT Chapter Leader or Designee	
Rose Dauge, Miriam Pico	*PA/PTA President or Designated Co-President	
Dawn Ortiz	DC 37 Representative (staff), if applicable	
Lisette Porrata	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Malaq Alzoubeir	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sara Serour	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Brandi Kilbourne	CBO Representative, if applicable/	
Melanie Schroeder	Member/Teacher	
Lauren Wengert	Member/Teacher	
Neil Griffenberg	Member/Assistant Principal	
Stacy Arego	Member/Parent	
Mayra Riveria	Member/Parent	
Merlyn John	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Eugenia Fickens	Member/Parent	
	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 Schools (TYWLS) were established 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 post secondary success. TYWLS is supported by Young Women's Leadership Network and its College Bound Initiative in order to replicate the best practices of private and independent girls' schools. TYWLS of Astoria opened in 2006 as the fourth in the network. TYWLS strives to instill in students a sense of self efficacy and community responsibility: characteristics which will support them as they become the leaders of the next generation. The middle-school high school has a population of 562 students from grades 6-12. The school population comprises 42% Hispanic, 32% Asian, 17% White and 6% Black female students. The student body includes 3% English Language Learners and 3% special education students. The school has a 94% attendance rate and a 100% college acceptance rate into 4 year colleges and universities. In June 2015, 98.6% of students graduated and 100% of student graduates plan to enroll in college.

The Young Women's Leadership School of Astoria is a college-bound, all-girls public school from grades 6-12. Our school strives to customize individual learning paths for each of our students. We achieve this across all grades and subjects through a variety of methods and grounding philosophies, including the infusion of 21st century skills into our grading system. TYWLS of Astoria utilizes a mastery based grading system referred to as Outcomes Based Grading. Students are assessed on skills across assignments, providing them multiple opportunities to work on the same skill in a variety of ways. Our entire school uses shared outcomes that are aligned with 21st century competencies and the Common Core Learning Standards.

Based on the 2014-15 Quality Review Report for the school, improvements in the following areas have been identified:

I. Instructional Core Across Classrooms (Curriculum 1.1- Proficient) (Pedagogy 1.2- Developing) and (Assessment 2.2- Proficient), the school intends to connect these areas to "Rigorous Instruction" from the Framework for Great Schools. The school's lesson planning, unit planning, professional development work will be focused on Common Core alignment, high standards across grade levels and critical thinking skills for all to be college and career ready.

Collaboratively, teacher teams constructed the 2015-16 instructional foci for our school to deepen rigorous instruction:

- **Consistent purposeful writing embedded in student work in all content areas.**
- **Student-centered rigorous project-based learning with multiple entry points that engages students in learning knowledge and skills aligned to CC Standards structured around complex, authentic questions and carefully designed products and tasks.**
- **Consistent formative assessments including student self-reflection to individualize and monitor student progress while maintaining congruence of instructional outcomes.**

In an effort to strengthen family and community ties from the Framework for Great schools, the principal, Parent Association, Parent Coordinator and staff will work to create bi-monthly opportunities for parents to have a voice (Ex:

Afternoon Tea with the Principal, Winter Dinners) as well as increase parent teacher communication through digital technology.

Finally, creating a supportive environment from the Framework for Great schools will be addressed through a culture and climate committee, a student voice committee and in teacher collaboration.

Through this work, we foster a supportive, encouraging and caring school environment that provides students with the skills and knowledge they need to be great leaders who will transform themselves, make a positive impact on their communities, and change the world. At TYWLS of Astoria, teachers act as coaches, empowering students to consistently engage in metacognition and be aware of their own learning.

2014-2015 Partnerships

Young Women's Leadership Network

YWLN (our founding organization) supports two life-changing programs that empower students to break the cycle of poverty through education. They created The Young Women's Leadership Schools which are a high-performing network of all-girls public secondary schools and the College Bound Initiative.

College Bound Initiative (All Grades)

Created by YWLN, CBI is a comprehensive college guidance program that empowers students to realize their higher education and life potential by placing full-time college guidance experts in high-need public schools. CBI counselors maximize students' college awareness, access, and financial aid awards.

Achieve Now Academy (Grades 6-9 and 11)

This \$40,000 grant from the NYC DOE Office of Safety and Youth Development is an extended day enrichment program with an emphasis on counseling and social-emotional growth to help students build coping and practical skills. Our program will focus on 11th graders offering peer-tutoring to students in grades 6-9 in ELA and Math after school and special test prep sessions for MS Assessments. In addition we will offer group counseling sessions for overcoming test-anxiety.

Asynchronous Learning Pilot (some High School):

This is a self-paced learning pilot that holds students accountable for the mastery of skills and content knowledge and allows individual students to use a seat waiver to earn credit and advance to more challenging material as soon as they are ready.

Bits, Bytes & Bots (6th Grade)

This after school program offers a variety of classes including robotics, stop-motion animated movie making and game creation. Their curriculum is on the cutting edge of technology and their robotics program utilizes the Lego® Mindstorm® NXT robots.

CHAMPS (Middle School)

The CHAMPS Middle School Sports and Fitness League is an initiative of the NYCDOE that promotes student physical activity. The name CHAMPS derives from the initials of the five characteristics that describe our participants: Cooperative, Healthy, Active, Motivated and Positive Students.

College Now with La Guardia College and Mercy College: Students take courses on site and in school with partnerships with these colleges in order to gain college credit,

femcho* (6th Grade)

This is a program developed to promote confidence, leadership, health, and fitness among girls in a fun, hip way. The femcho* formula consists of 30 minutes of dance/fitness, 30 minutes of girl talk, and a confidence-building compliment.

Girls Inc. Inspiring all girls to be strong, smart and bold through after school activities, tutoring, trips in order improve social emotional and academic growth.

Girls Who Code (High School)

This national nonprofit is working to close the gender gap in the technology and engineering sectors. With support from public and private partners, Girls Who Code works to educate, inspire, and equip high school girls with the skills and resources to pursue opportunities in computing fields.

Globaloria (High School)

This organization sparks students' imaginations as they learn to design and program their own educational games through a mix of teacher-led instruction, team-based learning and online networking with experts and peers.

Lego Robotics (High School)

Teams of up to 10 students design, build, and program their robots to compete in a game of skill and strategy against other teams. The FTC robot kit is reusable from year-to-year and uses a variety of programming languages. Teams including coaches, mentors and volunteers develop strategy and build robots based on sound engineering principles – and then put the robots to the test in annual competitions.

PowerPlay NYC (Middle School)

This program is designed to develop girls as leaders, advance their health and create safe spaces, where girls play hard, have fun and gain the confidence to try new things.

Public School Athletic League. Volleyball. Pending badminton and softball.

Step Up Women’s Network (10th & 11th Grade)

This nonprofit ignites girls to fulfill their potential. They empower teen girls from under-resourced communities to be confident, college-bound, and career-ready through connections, collaborations, and continuous development.

Tribeca Film Institute (High School)

TFI’s motto is “Utilizing the power of film to harness and direct the energy, vision and promise of New York City students.” Teachers receive professional development and support through Tribeca Teaches, where teachers are paired with teaching artists to design and implement filmmaking curricula where students learn the media-making skills to write and produce their own stories.

Urban Advantage (Middle School)

UA is a standards-based partnership program designed to improve students’ understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions such as zoos, botanical gardens, museums, and science centers. We believe that their extraordinary scientific and cultural resources convey a true “urban advantage.”

30Q286 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	570	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	8	# Integrated Collaborative Teaching
				10
Types and Number of Special Classes (2014-15)				
# Visual Arts	13	# Music	7	# Drama
# Foreign Language	16	# Dance	2	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	67.3%	% Attendance Rate		94.9%
% Free Lunch	70.7%	% Reduced Lunch		10.9%
% Limited English Proficient	3.5%	% Students with Disabilities		9.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		5.4%
% Hispanic or Latino	39.6%	% Asian or Native Hawaiian/Pacific Islander		34.4%
% White	20.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.58	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	2.8%	% Teaching Out of Certification (2013-14)		4.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		5.24
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	34.6%	Mathematics Performance at levels 3 & 4		45.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		78.7%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	86.4%	Mathematics Performance at levels 3 & 4		89.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	97.6%	% of 2nd year students who earned 10+ credits		98.7%
% of 3rd year students who earned 10+ credits	95.9%	4 Year Graduation Rate		93.6%
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	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		N/A
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			
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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
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 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.

Needs Assessment Data Source: RESI, ATS, Graduation Tracker by Cohort, NYSED Report Card, Testing Data, School Quality Guide, School Snapshot, and 2014- 2015 Quality Review.

Strengths: The school has a 94% graduation rate, well above the city-wide average. Students surpass the city-wide average of credit accumulation in all grades. Attendance in the school is 94% and enrollment in college within six months of graduating is 90%. However, a careful review of the data sources listed above indicates several achievement gaps including meeting the needs of English Language Learners and Students with Disabilities.

Needs: 2014-15 Quality Review indicated pedagogy (1.2) and curricula (1.1) alignment to Common Core Standards as a developing area of focus for the school.

STARS data indicates there is a need for improving the College and Career Readiness benchmarks in Mathematics achievement.

Weighted Regents Pass rates indicate there is a need in for improvement in Global History, U.S. History and compared to borough wide averages.

Opportunities need to be offered to expand Advanced Placement and College Now courses.

Mathematics- **ATS** Testing Data reveals mathematics achievement data is an area of improvement.

ELA-State exam data indicate there is a need for improvement in middle school literacy.

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.

College and Career Readiness- By June 2016, teachers will demonstrate an increase in the rigor of instruction and CCLS aligned lessons which will result in a 10% increase in the percentage of student CCR standards including ELLs and SWDs as measured by weighted regents pass rates in all core academic subject areas.

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 Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Daily and weekly, structured inquiry based CCLS aligned professional development will be offered to teachers meeting in grade level teams, content teams and whole school groups. Teachers will work to align mastery outcomes and learning targets to expectations on state assessments.</p>	<p>All teachers</p>	<p>October-June 2016</p>	<p>Grade Level Teacher Leaders, Professional Development Committee and APs and Principal.</p>
<p>Common Planning will be allocated for ICT and Special Education teachers to work with general education teachers on targeting Individualized Education Plans collaborate on lesson and unit planning to support the needs of ELLs and SWDs embedding specialized technology resources.</p>	<p>General Education and ICT teachers</p>	<p>October-June 2016</p>	<p>Special Education Inclusion Team, General Education teachers, Assistant Principal.</p>
<p>Monthly, “Parents as Partners at TYLWS-Astoria” sessions to inform and involve parents in the decision making of instructional objectives and initiatives, in order to support their daughter’s academic and college and career readiness achievement. Student led conferences in November, access to Jumprope grading system, weekly parent engagement accessibility for all teachers will allow parents to be informed.</p>	<p>All parents</p>	<p>October-June 2016</p>	<p>Parent Coordinator, Teachers, Principals.</p>
<p>In school instructional focus for teacher planning and after school tutoring support in core academic areas.</p> <ul style="list-style-type: none"> • School wide instructional foci created by all stakeholders to be embedded in professional development cycles, curriculum, pedagogy and assessments. • Conduct research based observations using the Danielson Framework for Teaching with specific and targeted feedback. • After school tutoring in all core academic subject areas. 	<p>All teachers, all students</p>	<p>October-June 2016</p>	<p>Grade Level Teacher Leaders, Professional Development Committee, and APs and Principal.</p>

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.

1. Teacher/supervisor per session, per diem, instructional materials, professional development coaches, professional development training vendor (College Board); partnership grants. Math and special education teachers, along with the Assistant Principal, Guidance Counselors, will implement the above strategies. Administration will meet with teachers during after-school department meetings to include teachers in the decision making process regarding the use and effectiveness of the above strategies. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2015-June 2016 as indicated below:
2. Per Session/ Coverages-For Regents Tutoring leading up to January and June Regents Exams- from September to June.

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	X	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.

Mid-point Benchmark

- By January 2016 , 100% of core academic teachers will conduct a mock Regents exam in each content area. There will be a 10% increase on written responses on Part II of all Regents exams correlated to our purposeful writing instructional foci. Data from the exams will be used to inform instruction, after school tutoring and resources for student achievement.

Reflective inquiry of Professional Development cycles. Examine Regents results, cohort data to inform programming and impact end of year graduation statistics for 2015 - 2016 school year.

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.

Strengths - Attendance in the school is 94% and enrollment in college within six months of graduating is 90%. The school uses the restorative justice model and has lost at school mentors to support the social emotional needs of all girls. The school has an on site College Bound counselor through the College Bound Initiative supporting students and families through the college process. The Lead Advisor program has a middle school and high school lead advisor supporting the curriculum and support of the advisory model.

Needs: 2014-15 Learning Environment Survey and Tripod survey results indicate there is a need to improve student relationships within the school and a sense of community within grades and whole school. The 2014-15 Quality Review indicated a rating of Proficient in indicator 3.4, school culture.

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, there will be a 10% improvement in the school advisory support structures and articulation between home and school communications in order to provide students with a supportive social-emotional and academic learning environment as measured by targeted indicators in the NYCDOE learning environment survey results and The Young Women’s Leadership partnership counselor and student focus group data.

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 Supportive Environment 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?
Guidance counselor and grade level advisory teachers will collaborate with lead advisors to target the social emotional needs of girls through mandated counseling, peer and group mediation and individualized support.	All Students.	Sept -June	Guidance counselor, AP, lead advisors, parent coordinator, advisory teachers
Advisory Curriculum Development - Lead advisors are working to create a shared digital space where curriculum and resources are scaffolded and spiraled for the 6-12 population.	All Students	Sept-June	Lead advisors, advisory teachers, Guidance Counselor
Professional development trainings and workshops for teachers in collaboration with Young Women's Leadership Network in order to strengthen preparedness to teach to whole child.	All Teachers	Oct-June	Lead Advisors, Teachers, YWLN, grade team leaders
Monthly parent workshops on whole child support in collaboration with PA and Parent Coordinator. i.e Breakfast with the Principal, Afternoon Tea with the Principal, Winter Dinner.	All Parents	Oct-June	Parent Coordinator, PA Executive Board, parents, Guidance Counselor

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.										
<ol style="list-style-type: none"> 1. Instructional materials, professional development coaches, professional development training); partnership grants. Initiating programs to support whole child learning; conferences to engage in work around the advisory model. 2. Assistant Principal, Guidance Counselors, will implement the above strategies. Administration will meet with teachers during school department meetings to include teachers in the decision making process regarding the use and effectiveness of the above strategies. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2015-June 2016 as indicated below: 										
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	X	Other
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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.

Mid-point Benchmark:

By January 2016, 100% of students will partake in an advisory support student survey in order to determine whether safety, trust and support structures are utilized to maximum capacity.

Mid-year review of OORS data, Guidance counselor logs to examine patterns and trends related to social emotional incidents. Mid- year check in with lead advisors on curriculum development and implementation.

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.

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.

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>

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.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	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.

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 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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	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.

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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 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.

Strengths - The Quality Review 2014-15 indicates a rating of proficient. The findings of the QR reported that the school consistently conveys high expectations that promote parental involvement. TYWLS partners with families to support students to own their educational experiences so they are prepared for their next levels. Some of the activities that help develop the partnership between the school and parents are "Morning Coffee Chats with the Principal," Parent Grade Meetings, Parent Association meetings, and individual meetings with students and parents. According to the 2014-15 School Survey, 93% of parents surveyed believe that teachers work closely with families to meet students' needs. Parents, teachers, and students report high levels of respect throughout the school community.

Needs: 2014-15 Learning Environment Survey and Tripod survey results indicate there is a need to improve volunteerism among parents. 59% of parents indicate they have never volunteered to support the school (ie:support with school wide events) .

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.

By June of 2016, there will be 15% parent involvement increase and articulation between home and school communications in order to provide families with opportunities to be a part of school level decision making, instructional initiatives and the overall culture of the school as measured by targeted indicators in the NYCDOE Learning Environment survey results and school focus group data.

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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	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?
Analyzed parent survey results, adapted PA Meeting to Saturday to improve parent attendance and parent voice in instructional and strategic school wide decisions.	Parents	July-August	SLT
Initiate Parents as Partners- Parent Talk- with monthly round table discussions with Principal and Parent Coordinator - Breakfast, afternoon tea and dinners. Families of ELLs and SWDs will have the opportunity to share needs and goals.	Parents	October-May	
Increase the number of workshops co-facilitated by teachers and parents culminating in a Multicultural Day in the Spring with varied workshops partnered with non-for profit organizations and private organizations.	Teachers, parents	October-June	PA, Parent Coordinator, teachers, Executive Board, Administration, Guidance Counselor
Improve parent outreach by creating Parent Engagement tracker, with teachers listed with time, date and email availability to meet with parents. Grade teams set monthly goals for parent contact with positive calls/messages as well as support notifications.	Teachers, parents,	October-June	Grade team leaders, teachers, administration, Guidance Counselor

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.											
<ol style="list-style-type: none"> 1. Parent workshops, training, parent classes, materials and refreshments , professional development trainers/presenters. 2. Assistant Principal, Guidance Counselors, will implement the above strategies. Administration will meet with teachers during school department meetings to include teachers in the decision making process regarding the use and effectiveness of the above strategies. As a Title I School-wide Program, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds to implement this action plan from September 2015-June 2016 as indicated below: 											
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	X	Other
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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.

By January 2016, there will be a 5% increase in parent attendance at all parent engagement events to be measured through parent sign in sheets and logs.

In addition, there will be an increase use of the parent contact tracker by grade level with parent outreach goals examined and measured. Mid -year analysis of all parent engagement initiatives.

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)	HS Students who struggled to pass 9 th grade or 10 th grade ELA and students who have not yet passed the ELA Regents....for MS, Students who scored less than a 2.4 on the previous ELA test.	<ul style="list-style-type: none"> • Wilson Instruction • Independent Daily Reading • Leveled Libraries with High Interest Books • Learning Stations • Portfolio's of work showing progress over time • Self-assessment • Goal Setting • Differentiated Instruction • Cooperative Learning (small groups/pairs) • Tutoring • Accurate and timely feedback • Project Based Learning • Consistent and Familiar Routines • Graphic Organizers 	Small group instruction via one HS and one MS course as well as peer tutoring and after school tutoring by teachers.	During school day and after school

		<ul style="list-style-type: none"> • Word Walls • Modeling • Student Choice • Visual and Auditory Instructions 		
Mathematics	HS Students who struggled to pass Algebra I. for MS, Students who scored less than a 2.4 on the previous Math test.	<ul style="list-style-type: none"> • Flipped Courses • Hands-on Activities with Manipulatives • Portfolio's of work showing progress over time • Self-assessment • Goal Setting • Differentiated Instruction • Cooperative Learning (small groups/pairs) • Tutoring • Accurate and timely feedback • Project Based Learning • Consistent and Familiar Routines • Graphic Organizers • Word Walls • Modeling • Student Choice • Visual and Auditory Instructions 	Small group instruction via one HS and one MS course as well as peer tutoring and after school tutoring by teachers.	During school day and after school

Science	Students who failed the Living Environment test or struggled to pass grade 7 science	Project based learning, hands on experiments, videos, caring for live animals, real word experiments, hands-on activities with scientific equipment	<ul style="list-style-type: none"> • Field Trips • Gardening • Teacher Web Sites • Rubrics • JumpRope (Grading Computer System) 	During school day and after school
Social Studies	Students who failed the Global Studies course/exam .	<ul style="list-style-type: none"> • Project Based Learning and A-synchronous learning, Wilson Instruction • Independent Daily Reading • Leveled Libraries with High Interest Books • Learning Stations • Portfolio's of work showing progress over time • Self-assessment • Goal Setting • Differentiated Instruction • Cooperative Learning (small groups/pairs) • Tutoring • Accurate and timely feedback • Project Based Learning • Consistent and Familiar Routines • Graphic Organizers 	AIS Global Themes class, peer tutoring, and Saturday school	During school day and after school, and Saturday classes

		<ul style="list-style-type: none"> • Word Walls • Modeling • Student Choice • Visual and Auditory Instructions 		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with low credit accumulation and poor attendance.	Lost at School Counseling and Peer Tutoring support	Peer Tutoring, counseling by Guidance Counselor, meetings with Faculty mentor and Advisor, student-led conferences with faculty if parents don't attend	During school day and after school

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	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, the active recruitment of certified teachers at job fairs and student teachers and partnerships with university schools of education such as New York University, Columbia University Teachers College, Bank Street College of Education, and Hunter College of the City University. We coordinate and integrate our funding streams to ensure the quality of our program.</p> <p>Under the Title II program, teacher and principal quality is ensured through recruitment and retention of teachers and principals with the Transition to Teaching Program will be used to recruit and retain mid-career professionals and recent graduates.</p>

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).
<p>High-quality and ongoing professional development for teachers, principals, and paraprofessionals that enable all children in the Schoolwide Program to meet the Common Core State Standards:</p> <p>To ensure that all staff is trained in data analysis and interpretation to improve attendance and instruction, we provide professional development in these areas with the support and assistance of Bridges for Learning Network, The Young Women’s Leadership Network, ATS coordinators, attendance supervisors and district assessment liaisons.</p> <p>For new and inexperienced principals and assistant principals, Bridges for Learning support includes extensive research based professional development, on-site technical assistance, buddying in quads with experienced principals and mentoring. For new and inexperienced teachers, the school provides buddy teachers, new teacher training, and mentoring through our Coaching template. Bridges for Learning Network, The Young Women’s Leadership Foundation as well as the District.</p> <p>Our professional development is outcomes-based and directly linked to student needs identified through data analysis as detailed on the school’s CEP. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. These strategies include: job-embedded support such as in-class demonstration lessons and modeling of research-</p>

based strategies. In addition, we have teachers who meet to discuss and/or research specific issues or questions that assist in developing best practices. Another research-based strategy is intra-visitations; that is, teachers are encouraged to visit and observe other teachers' classrooms so as to learn and benefit from others' expertise and experiences. Coaches have been hired to help teachers generate meaningful data and develop strategies on how to use this data to drive instruction and improve student performance. Teachers are encouraged to attend conferences and workshops outside of school.

We further ensure high quality professional development through our own professional development plans based on annual needs assessments and through an incorporation of professional development provided by the District, Bridges for Learning and The Young Women's Leadership School of Astoria.

The focus of professional development is on strengthening the skills, content, context, and process knowledge of new teachers in all subject areas to ensure that all teachers are providing instruction aligned with the standards and assessments. In addition, general education teachers will continue to receive training/support that focuses on strategies for teaching diverse learners, embedding Common Core and what Teacher Effectiveness looks like and sounds like. The focus for special educators will be on strengthening their content area knowledge as well as increasing their repertoire of instructional strategies. The model for professional development will be expanded to include a wide variety of delivery systems to meet the diverse needs of all school based staff.

Every classroom has a networked computer for teacher use to connect to the intranet school website which features teacher resources and toolkits linked to the library website and the DOE website which takes the teacher to a number of links on the Common Core standards, curriculum, assessments, and other resources

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).

Part 4: SWP Schools Only

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

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

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

In September, a MOSL committee meeting was held in which teachers made a recommendation to the principal regarding the MOSL option to be used this school year. There is ongoing professional development focused on using state assessment results to make informed decisions on classroom practice and student outcomes.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	251,461.00	X	p. 16-17, 19-20, 26-27
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,842,042.00	X	p. 16-17, 19-20, 26-27

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 of Astoria**, 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 Astoria 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 Astoria , 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.

I. 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;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 00	Borough Queens	School Number 286
School Name The Young Women's Leadership School		

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 Allison Persad	Assistant Principal Jessica Muldoon
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Lindsey Corcoran	School Counselor Maria Park
Teacher/Subject Area Jackie Shendler/ Humanities	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator
Related-Service Provider N/A	Borough Field Support Center Staff Member N/A
Superintendent Juan Mendez	Other (Name and Title) N/A

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	0
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]	3	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	1	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	565	Total number of ELLs	14	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	14	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	9	Long-Term (ELLs receiving service 7 or more years)	2

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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	2	0	0	10	3	1	2	0	0	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	0	0	0	0	0	0	1	2	0	0	2	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	1	0	1	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Arabic	0	0	0	0	0	0	0	1	1	3	1	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other 0	0	0	0	0	0	0	0	0	0	0	0	0	0	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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	1	1	1	0	0	0	0	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	2	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	3	0	1	4	0	1	1	0
Commanding (Proficient)	0	0	0	0	0	0	2	0	2	1	2	0	0	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	0	0	0	0	0	0	0	1	1	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	0	0	0	0	0	0	0	6	3	0	1	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	1	0	1	0	0	0	1	0	0
7	4	0	1	0	0	0	0	0	0
8	0	0	1	0	0	0	0	0	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			1						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	2	0	1	0
Integrated Algebra/CC Algebra	2	2	1	0
Geometry/CC Algebra	1	1	1	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	3	1	0
Living Environment	3	2	2	1
Physics	0	0	0	0

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	1
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
The ENL team analyzes the NYSESLAT scores of ELLs, along with the State test scores, and classroom assessment. The data helped identify that many ELLs were grade levels behind in writing. This year we are launching both an ELA intervention class to help meet the specific needs of our struggling ELLs with writing, but also a Science and Math AIS section to strengthen writing across all content areas.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
We have a range of proficiency levels across the grades. However almost half of our ELLs tested proficient or commanding last year. The majority of our ELLs require mostly integrated ENL services, which demonstrates their growing proficiency levels. We also have a trend of lower writing scores. Reading and Speaking are our students strengths.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At TYWLS of Astoria, our ENL teacher analyzed the AMAO tool with the Assistant Principal to look for trends in our ELL data. This data is then reported to staff to help inform their teaching in the classroom. Additionally the ENL teacher uses this information to help plan her stand alone ENL services. Trends that we noticed were 7 out of 11 ELLs were at risk for having scored a 1 or 2 on the ELA and math for two years. 4 students were only a few questions away from achieving the next level of proficiency on the NYSESLAT. Four of our high school students are at risk because they are under credited or failed to obtain one or more credits last year. Many of our ELLs have a high risk number. This is due to the fact that some are newcomers and a variety of factors impacting others. For this reason, we will be having an after-school program to add support for these students. Additionally we provide AIS math, science and ELA for our at-risk students.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. ELLs do not perform significantly better or worse in tests taken in English as compared to their home language. This is likely due to the fact that the subject matter covered in the content area classes is all new to the students. They are learning the information in English only and have not been exposed to it in their home languages.
- b. The results of ELL periodic assessments have been used to help program ELLs to ensure their classes best meet their needs. This is also used to help inform teachers on the needs of their students. Teachers use this data to drive instruction in the classroom. The ENL teacher uses the data to determine which of the four components of language acquisition are students strength or area for growth. All lesson planning included the four language skills of reading, writing, listening and speaking. Therefore continuing assessments allow teachers to understand each student's specific needs.
- c. The school uses data from the ELLs periodic assessment to help prepare them for statewide exams and identify individual areas of growth and strengths. The home language is used for bilingual glossaries and home language tests during content area assessments.
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](#).]
Not Applicable
6. How do you make sure that a student's new language development is considered in instructional decisions?
All TYWLS teachers are given professional development in ENL teaching strategies. Teachers are also given their ELL students and access to their proficiency level in English as well as a breakdown of their ability in each of the four components of language development. Teacher uses a variety of methods to present content to students including: TPR, graphic organizers, videos, written and oral directions, websites, projects, leveled texts, sentences starters, and encourage students choice, all of which ensure the students' language skills are developing.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- Not Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our program for ELLs is evaluated in various ways. Formal assessments such as the NYSESLAT and state tests show students progression over the year. Classroom assessments, both formative and summative, help determine the success of our ELL program. Additionally, observations of the teacher using the Danielson Framework help ensure our ELL program is rigorous and successful. Communication with parents also helps us gauge the success of our program through Parent Teacher Conferences, Annual ELL meetings with parents and informal conversations with parents as well.

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.
- When students, who are new to New York state, are admitted to our school the ENL teacher, Lindsey Corcoran, administers the Home Language Identification Survey. Our ENL teacher, Lindsey Corcoran, is a certified ENL teacher with a MA in TESOL and is in her seventh year of teaching in New York City. The HLIS is provided to parents in their home language. The student and parent are then interviewed in person by our ENL teacher. Translation services are provided when needed. If it is determined that the home language is a language other than English, the ENL teacher will review any work the student can provide, interview the student and review the IEP when applicable. During the interview, the ENL teacher will review any relevant documents the parents and student can provide such as: report cards, work from their previous school. If parents do not have work to review, the ENL teacher will ask the student to do a small writing sample and read a short text to determine if the student is eligible for the NYSITELL.
- Parents and families are given an orientation session in which they are given information regarding the different ELL program choices (Transitional Bilingual Education, Dual Language, Freestanding ENL). It is explained that TYWLS of Astoria offers Freestanding ENL. Parents view the Parent Informational Video in their home language detailing their choices. The student is then identified as eligible or not eligible for the NYSITELL. The NYSITELL is used to determine the student's English language proficiency and eligibility for mandated English language services. The NYSITELL is administered with 10 days of the student entering the NYC school system. Then within 5 days of ELL determination, parents are notified of their child's ELL status using the NYCDOE parent notification letters. Parents are given the Program Selection Form to complete. These letters will be sent home in the parent's language of preference. For students whose home language is Spanish, they are administered the Spanish LAB within 10 days of entering the

school. If there are any indications that a student may be SIFE during the ELL identification process, the ENL teacher will administer the LENS within the first 30 days of initial enrollment in the school. Translation services are used whenever needed and the ENL teacher works in collaboration with our Parent Coordinator to answer any questions parents and families have.

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).

If during the initial Home Language Survey interview with the student and parent there is any indication of interrupted or inconsistent schooling, the ENL teacher then considers the student's grade level and NYSITELL results. If the student is a new ELL student between grades 3-9 and entering or emerging on the NYSITELL, then the ENL teacher will administer the oral SIFE questionnaire. The LENS (Literacy Evaluation for Newcomer SIFE) for students who have a home language of Spanish, Chinese, Haitian Creole, Arabic or Bengali within 30 days of enrollment.

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).

When a student enters the school with an IEP, from the United States, the school will form a Language Proficiency Team (LPT) with the principal or assistant principal, the ENL teacher, the student's parent/guardian, and a special education director. An interpreter will be provided if the parent needs one. The LPT will determine together whether or not the student is eligible to take the NYSITELL by reviewing evidence of the student's language proficiency. This will be done within 20 days of enrollment. If the LPT believes the student may have language acquisition needs, the ENL teacher will administer the NYSITELL. If the LPT determines that the child does not have language acquisition needs, the recommendation is sent to the principal for approval. The parent's will be notified within 3 days of the school's decision in the parent's preferred language. When our principal agrees, it is then sent to the superintendent for final approval. If the superintendent or the principal reject the LPT's recommendation the NYSITELL will be administered within 10 days. Parent's will be notified of the superintendent's decision within 5 days and the student will be administered the NYSITELL.

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.

After the NYSITELL has been scanned and the score is determined, the ENL teacher will send home the Entitlement and Non-Entitlement letter to the parents and families within five days. She references the HLIS to ensure letters are sent home in the parent's preferred language. These letters have already been downloaded and the ENL teacher has copies to ensure this done in a timely manner.

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).

In the Entitlement and Non-Entitlement letters, parents are encouraged to reach out to ENL teacher with any questions regarding their child's ELL status. Then if parents or a student's teacher submit a written request the student can be re-identified within 45 days of enrollment.

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.

Parents and families are given an orientation session by the ENL teacher with the Parent Coordinator. They are given information regarding the different ELL program choices (Transitional Bilingual Education, Dual Language, Freestanding ENL). It is explained that TYWLS of Astoria offers Freestanding ENL. Parents view the Parent Informational Video in their home language detailing their choices. This orientation is translated when necessary. The video and ENL offerings are explained, preferably, to parents on the day students are enrolled in the school or within 10 days of enrollment. The video and brochure will be given to parents in their preferred language.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent Survey and Program Selection form is given to parents in person in their preferred language. TYWLS of Astoria explains to the parent that the letter must be returned within 5 school days. If the ENL teacher has not received it by the 4th day, she calls the parent to remind them. If a form is not returned the default will be to Freestanding ENL as we do not have enough ELL students who speak the same language in one grade to fulfill the bilingual program requirements. If a parent chooses a program that is not offered at TYWLS of Astoria, the parent is informed that they can either keep the student enrolled in our school in our Freestanding ENL program OR have the student transferred to a different school that offers the parent's preferred program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

If the Parent Survey and Program Selection form has not been completed and returned within 10 days of enrollment, the ENL teacher and Parent Coordinator will reach out to the parent and family. These efforts to reach out to the parents will be recorded. While waiting for the parent's to complete a Parent Survey Program, the student will be placed in a bilingual program, if available, or at a minimum, provide mandated ENL services/minutes based on the student's proficiency level. These forms will be placed in the student's cumulative file and a copy retained in the ENL program binder.

9. Describe how your school ensures that placement parent notification letters are distributed.

After students' ELL status has been determined, and the parent survey and program selection form has been received, the ENL teacher will send home a Placement Letter, in the parent's preferred language and retain a copy in the student's cumulative folder and the ENL binder in the ENL teacher's office.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is retained in the Main Office in students' cumulative records. The ENL teacher provides the documents to the office administrative staff to be filed for each student. Additionally the ENL teacher has a copy of ELL critical documents in the ENL teacher's office. ELL critical documents include the following: Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement / Continued Entitlement Letter, etc.

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.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered by Lindsey Corcoran to all ELL students as identified using the RLER report on ATS at TYWLS of Astoria. The NYSESLAT is administered each spring of each school year. Lindsey Corcoran ensures that ELL parents, students and teachers are informed about the exam prior to its administration. She also works with content area teachers to find appropriate times where ELL students can be pulled-out and administered the exam. The speaking section of the test is administered to students individually. Students are pulled out of class one-on-one and administered the Speaking portion of the NYSESLAT by a trained teacher from roughly mid-April to early-May. However, the Listening, Reading and Writing sections are administered to small groups of ELL students, according to their grade levels in the last two weeks of the testing period. Students are pulled out of class and take the test in a separate room to ensure the class complies with testing regulations. The ENL teacher works with the administration and teachers to schedule the listening, reading and writing portions of the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Within the first five days of school, our ENL teacher uses the data from the NYSESLAT to determine which letter parents should receive. Based on the students' proficiency levels and the home language, continued entitlement and transitional support letters are distributed to students in the parent's preferred language. The ENL teacher's contact information is provided so parents can receive additional information regarding their child's services.

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).

The general trend among parents is that they prefer for their children to be pulled out as little as possible from core academic classes for ENL instruction. They want self-contained ENL services that follow the same curriculum as their non-ENL, grade level counterparts. Based on the information provided by ATS, 22 out of 22 parents have requested a Freestanding ENL program.

There is alignment between parental desires and school offerings based on the information collected from previously admitted Program Selection forms as well as data provided by ATS concerning previous ELL services. Continued Entitlement letters are sent to ELL students' homes in order to both inform parents of the ELL services their daughter is receiving and to invite parents to contact the ENL teacher should they have any questions or concerns.

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.

TYWLS of Astoria has a freestanding ENL program that services 14 ELLs and 22 Former ELLs from 6th-12th grade. Based on our students' scores on the NYSESLAT, most of our students receive integrated ENL support. Therefore students are grouped by grade level. They are heterogeneously grouped so that the ENL teacher can ensure they receive their mandated time. The ENL teacher then collaborates with the ELA and content teachers to develop plans to address students language needs in the classroom. We also provide standalone ENL services for 5 of our emerging and transitioning ELL students. They are grouped together based on their proficiency level.
 - b. TBE program. *If applicable.*

Not Applicable
 - c. DL program. *If applicable.*

Not Applicable
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)?

Administration and ENL teacher review ELL students' schedules to ensure that all students are receiving services according to their English proficiency levels as designated by the NYSESLAT. ELL students schedules are arranged to ensure they have the correct mandate of integrated or standalone ENL minutes. Flexible minutes are scheduled to best support students. Currently, all commanding, expanding, and transitioning students from grades 6-10 receive 225 minutes of integrated ENL a week in humanities or ELA. Our 3 emerging students receive an additional 135 minutes of standalone ENL. Our 11th and 12th grade students are all commanding and receive 90 minutes of integrated ENL support. Many of these students meet with the ESL teacher after school and during lunch where they receive additional support.
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.

Our freestanding ENL program and all content area classes at TYWLS of Astoria are conducted in English. The ENL teacher collaborates with content area teachers to ensure that all instruction is differentiated and helps to adapt lessons and reading materials when needed in order to make content more comprehensible for entering and emerging ELLs. The ENL teacher provides teachers with materials such as glossaries, book lists and instructional websites to support teaching and learning. In all classes, students are expected to read, write, and speak on a daily basis. The identification and study of key terms promotes language development and is an integral part of the ELA curriculum. Additionally our school is focused on having daily purposeful writing throughout all content areas. This gives our ELLs regular opportunities to develop their communication skills and receive feedback from their teachers.

To assist our entering, emerging, and transitioning ELL students in meeting the demands of the Common Core Learning Standards,

ELL students receive 3 periods of stand alone ENL. This allows, Ms. Corcoran, the ENL teacher, to provide scaffolding and explicit instruction following the CCLS for ELA and Literacy. These standards are also being addressed in all content area classes, so the work done in the stand alone ENL periods is essential to support students' learning across all content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are able to take standardized tests in their home languages, while also being provided with the English-language version of the test. They can also use home language glossaries on content area assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

TYWLS teachers develop curriculum that aligns with the new Common Core Learning Standards. The ELA standards are broken into 4 sections: Reading (both Literature and Informational), Writing, Speaking and Listening, and Language. By creating units that are directly associated with these standards, teachers of all content areas ensure that the four language modalities will be evaluated throughout the year. Additionally we allow time for common planning between the ENL teacher and the content teachers. This way they can create project based learning opportunities for students that address all four modalities.
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
- a. We currently have 3 SIFE students who have been in our school for 3 years. They are given Wilson Foundational Reading courses to support their reading and writing skills. Additionally, some of them are in math AIS and science AIS to help fill the gaps in their content knowledge.
- b. Our 3 newcomers have the most mandated minutes of ENL services. We provide a combination, not only of stand alone ENL and integrated ENL in ELA, but also push-in integrated support in their content area courses. Additionally they have a double period of math, science, and ELA with the same teachers daily. This allows them to become more familiar with 3 teachers routines, rather than 6. The ENL teacher provides unit key vocabulary sheets with pictures and simple definitions to help them increase their academic vocabulary. Students are given extended time for state exams and glossaries or interpretation services, when needed.
- c. We have 10 developing ELLs in our school. They receive above their mandated minutes, with an extra period of ELA services and some get additional stand alone ENL services as well. They are all being encouraged to participate in our after school ENL program and many students seek out additional help during lunch as well.
- d. Our two long term ELLs receive one additional period of ELA as well. These students are nearly fluent in English and require instruction which develops vocabulary and stronger writing skills. The inclusion of multiple opportunities for reading, writing and speaking in English into each content area help to address long term ELLs' evolving needs.
- e. We currently have 23 former ELLs at TYWLS. These students have tested proficient on the NYSESLAT within the past 2 years, and they are afforded time and a half on all assessments, both state and local measures. Additionally, they are encouraged to use bilingual glossaries and dictionaries in all classes. These students also receive the mandated 90 minutes of ENL services a week. However, many receive 225 minutes as the ENL teacher is in their ELA class everyday to support current ELLs as well.
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.
- If a student has be re-identified, based on an appeal with 45 days on enrollment, the principal will meet with the ENL teacher and the teachers of the ELL student to assess if the student's academic progress has been adversely affected. The teachers will communicate with the principal if they believe the student has been affected and determine what additional support the student may need.
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?
- Our one ELL-SWD student is in an integrated co-teaching classroom. This ensures that she is being given the same grade-level materials as her peers. Her ENL teacher pushes in to provide scaffolds to help her access the grade-level content by using instructional strategies such as: read aloud of difficult texts, key vocabulary words, sentence starters, breaking down of skills into steps, graphic organizers, and so on.
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?
- We have one ELL-SWDs. The ENL teacher and the Special Education teacher push-in to her class together. They have common planning periods to collaborate on how to best support her and create materials to help her with IEP goals and increase her English proficiency in her integrated co-teaching classroom. She also receives pull-out services for ENL 3 periods a week, focused on foundational reading skills through the Wilson Reading System.

Chart

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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

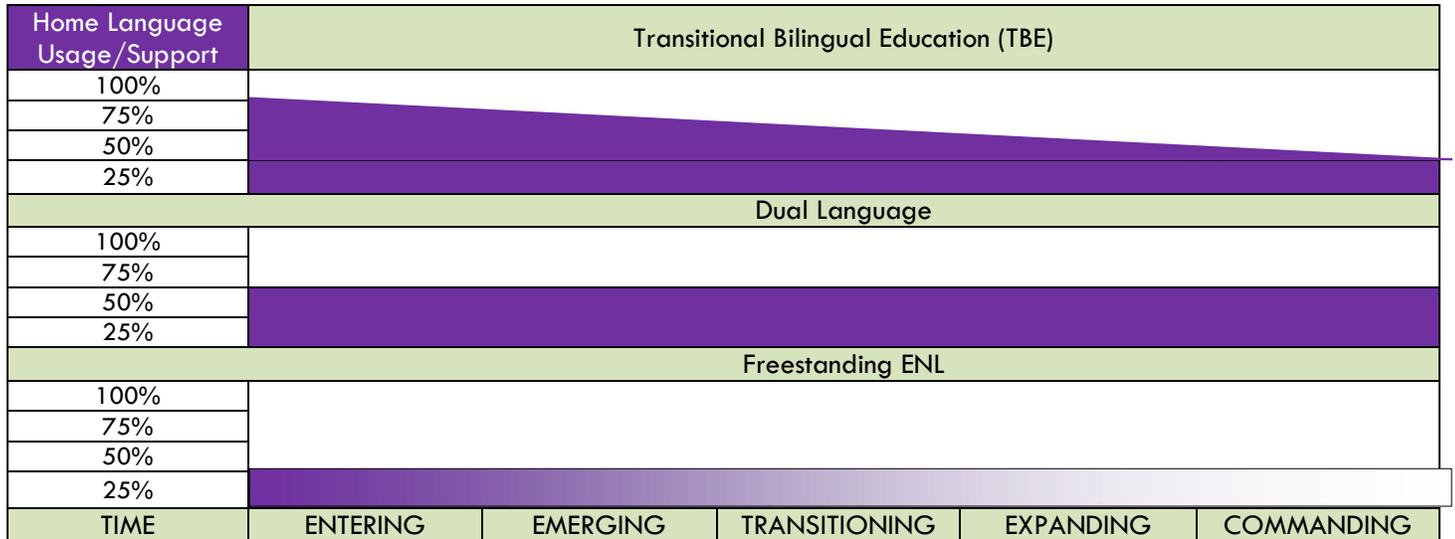


*Note “other approved services” does not apply to New York City at this time.

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. The intervention services we offer are a Science AIS, Math AIS, and English AIS that our 9th and 10th grade students have in their program. Across the grades we use interventions such as: differentiated instruction, small group work, discovery process, rubrics, portfolios, student choice, professional development for teachers. Each of these interventions is offered in English in all content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our ENL program is effective because 14 of our ELLs passed the NYSESLAT last year. This demonstrates that our ELLs are expanding their language development.
12. What new programs or improvements will be considered for the upcoming school year?
We will have after-school tutoring this year to help address the needs of our ELL students that the ENL teacher cannot support with during the regular school day. For example, the ENL teacher does not push-in during science classes. The after-school program will allow ELLs to seek out support in those classes as well. This will help prepare them for Regents and state exams.
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Any student can participate in after-school programming. ELLs are encouraged to participate in the school community. We offer Drama Club, Girls Inc, Regents prep, sports clubs and others after-school that are open to our ELLs.
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.
Technology courses are offered as elective courses, and students are encouraged to do online research for school related projects and assignments. Computer-based research is integrated throughout the whole school curriculum. ELLs and recent former ELLs have access to iPad Minis to use in all of their classes. The ESL teacher will provide instruction in the use of the iPad Minis and appropriate applications (apps) for students to use. Students are also to use the iPads in their homes. Students use apps such as a picture dictionary, GoogleEarth, Weebly, NYC Public Library eBooks and more. The iPads support language development while at the same time provide appropriate scaffolds to content area learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students' home languages are supported by the use of bilingual glossaries and dictionaries. We also provide our students with textbooks and materials in their home languages when appropriate and available. Students can also use their iPad to translate when needed. Students are encouraged to communicate and write in the home language when they feel they are better able to express themselves in that language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELLs' ages and grade levels are taken into consideration in terms of resources and materials. We try to ensure that the materials used by ELL students are age appropriate and theme based. We look for high interest, low readability texts, such as graphic novels, in the ELA and Humanities classrooms so that ELLs can access material at their level without sacrificing interest or suitability.
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).
Students who are new to TYWLS receive additional support through our advisory program. In the fall, advisory teachers review with students TYWLS specific procedures - how to use jumprope to monitor their grades and progress, how we handle conflict (Lost at School model), the intensives program, etc. Advisory is a smaller class setting that also allows students to ask questions and build community with their teachers and peers. Additionally our ENL teacher hosts a welcome party for new ELLs in the fall. This way the new ELL students can meet other current ELLs in the school. Throughout the school year, when a new ELL enters the school, they are paired with another ELL for the first week to help orientate them to TYWLS. Additionally the ENL teacher checks in frequently to monitor their adjustment.
19. What language electives are offered to ELLs?
We offer Spanish to 8 th , 9 th , 10 th , 11 th and 12 th graders.
20. For schools with dual language programs:
 - a. 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.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?

- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

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.)
The professional development activities planned for all content teachers, the parent coordinator and the ENL teacher, include meeting the needs of ELL students across the content areas. All staff members are involved in the planning and implementation of these sessions. Using data from the NYSESLAT, ELA state test and classroom assessments we analyze how to improve writing across the content areas. We also take advantage of the many PD opportunities provided by The Young Women's Leadership Network and the Department of Education. The Young Women's Leadership School of Astoria is a designated PROSE school within the NYC Department of Education. This gives the school flexibility in scheduling. We have a day of professional development built into the school schedule. The ENL teacher will have additional time to meet with content area teachers to collaborate and develop scaffolding materials.
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?
Our ENL teacher attends professional development offered through the Queens North Field Support Center for ELLs. She has attended professional development around implementing the new CR Part 154 as well as ELL compliance. She will also attend instructional focused PD around the CCLS to turn-key to the staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As a 6-12 school, we aim to make the transition from middle to high school as automatic and seamless as possible for our students who wish to continue their education at TYWLS of Astoria. The incoming 6th graders participate in a school orientation over the summer, as well as new incoming 9th graders. The ELLs also have a welcoming event in the fall for any new ELLs to the school with their ENL teacher. This allows new students to get to know one another.
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.
Our ENL teacher is part of the school professional development committee. This way she can work with administration to ensure ELL professional development is provided to all staff throughout the school year. We provide ELL professional development to staff during monthly staff meetings and staff lunches. Our ENL teacher additionally provides staff with regular updates around new ELLs.
. Attendance is taken at all staff meetings and copies of the agenda are kept in the school office and with the ENL teacher.

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?

Our ENL teacher works with our Parent Coordinator to plan a parent open house in the fall. We host an open house so that parents can come at their convenience. This meeting is held during the morning, as this time is best for most of our parents. We discuss with them changes to ELL services, based on their child's NYSESLAT score. We explain our iPad technology, Request for Off-Site use, form so that parents can decide whether their child will use a school iPad at home. Parents who are unable to attend will be contacted by the ENL teacher to discuss with parents one-on-one about the English language needs of their child and the programs our school offers to support them.

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.

The ENL teacher keeps of record of all outreach made to parents and attendance of all meetings.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

SCHOOL-WIDE POLICY STATEMENT ADDRESSING THE SCHOOL'S PARENT INVOLVEMENT POLICY AND GOALS:

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. TYWLS of Astoria supports parental involvement including parents of ELLs by encouraging meaningful participation in the life of the school through active involvement with the Parent Association, School Leadership Team, Title I parent meetings, Curriculum Night, Student-Led Conferences, Multicultural Day and all subcommittee meetings of all of these bodies.

Translation services include:

- DOE Translation and Interpretation Unit
- Parent/School members-Translate letters sent home to ensure parents/guardians are aware of school activities and important information/dates

The Principal is available on any morning by appointment as early as 7 am and as late as 6 pm in the evening. The Parent Association has an outreach plan to address the needs of all parents through class parent liaisons and interpreters. All Student-Led Conferences have an evening component for parents who must work during the school day. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. Parent Coordinator works with parents of ELLs in small groups and individually to answer questions and act as liaison/interpreter/advocate.

Parent involvement activities include:

- Student-led conferences provides parents with the opportunity to take an active part in their child's education.
- College visits promote college awareness and empower parents with a college experience that can be used to support their child's journey to college.
- Multicultural Day celebrates diversity and embraces our differences.
- ELL workshops provide valuable information around interventions, online grading system, content expectations, rights, available school and community support systems, course requirements, etc.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Through our Parent Association meeting, parents of all students will be provided numerous workshops related not only to their child's growth and learning but also to their own. Parents have the opportunity to learn how to access our online grading system and to explore math through fun games, among other workshops. Parents of ELLs particularly appreciate workshops on encouraging a child's reading life because they are encouraged to read with their children in the native languages. At future meetings, organizations such as the Queens Library and the NYFD will be providing workshops on technology and safety themes.
5. How do you evaluate the needs of the parents?

We use collected data to assess parent needs to ensure that all parents are provided with the information and workshops/training they need to be an integral part of their daughter's education. Through this data we are also able to determine written translation and oral interpretation needs.

- Parent Survey
- Home Language Identification Survey
- Emergency Blue Card
- ATS reports

- Advisory Phone Calls

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

Highly focused trainings/workshops/meetings are planned based on data collected from parent surveys, SLT/PA meetings, Advisory phone calls, ATS reports and informal conversations with parents. Workshops/Training/Meetings include Grade-specific Parent Meetings, JumpRope (grading system), High School Application Process/Specialized High Schools, Student-Led Conferences, Learning Leaders, Parent Book Club.

The aforementioned PA format also addresses parent needs while encouraging parent involvement.

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.

N/A

Part VI: LAP Assurances

School Name: _		School DBN: #INGES	
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)
Allison Persad	Principal		10/28/15
Jessica Muldoon	Assistant Principal		10/28/15
	Parent Coordinator		10/28/15
Lindsey Corcoran	ENL/Bilingual Teacher		10/28/15
	Parent		10/28/15
Jackie Shendler / Humanities	Teacher/Subject Area		10/28/15
	Teacher/Subject Area		10/28/15
	Coach		10/28/15
	Coach		10/28/15
Maria Park	School Counselor		10/28/15
Juan Mendez	Superintendent		10/28/15
Gary Goldenback	Borough Field Support Center Staff Member _____		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **#INGEST ERROR!**

School Name: **The Young Women's Leadership School**
Superintendent: **Juan Mendez**

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.learnndoe.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.

The Parent Coordinator and ENL teacher use the I SPEAK cards to help parents communicate their preferred language when initially entering the school.

The following tools are used to determine primary language spoken by each parent:

- Home Language Identification Survey
- Emergency Blue Card
- ATS reports (RCPL) and (RAPL)
- Advisory Phone Calls

These reports and records are updated regularly as well as a google document for teachers to easily access.

Findings are documented on Emergency Blue Cards and ATS. Home Language Identification Surveys are filed in the Main Office

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.

Written Communication Preferences	Oral Communication Preference
Arabic - 30	Arabic -
32	
Bengali - 36	Bengali - 36
Chinese - 2	Chinese - 2
Dari/Farsi - 1	Dari/Farsi - 1
Hindi -1	Hindi - 1
Nepali - 3	Nepali - 3
English 332	English - 328
Pilipino - 3	Pilpino - 3
Punjabi - 3	Punjabi - 3
Spanish - 137	Spanish - 138
Thai - 1	Thai - 1
Tibetan - 2	Tibetan - 3
Urdu - 7	Urdu - 7

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.)

September - Curriculum Night
October - After-School Information, Tutuoring Information
November - Student Led Conferences
December - School-Wide Intensives and Vacations
January - Regents Notices and Testing dates, Student Led Conferences
March - Testing dates
April - NYSESLAT Notification
May - Graduation Notifications and End of Year Information, Student Led Conferences
June - Regents Notifications
Throughout the Year - School calendar and Letters from Leadership

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 - September
Parent Teacher Conferences - November, January, May
Intensives Expo - December

Phone Calls for teachers - informal
Annual IEP Meetings
Parents as Partners - Parent Talk Monthly sessions

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.

Our Language Access Coordinator uses the most appropriate method for translation:

- DOE Translation and Interpretation Unit
- Parent/school members translate letters home to ensure parents/guardians are aware of school activities and important information/dates
- Parent /school members translate agendas and announcements
- Translated forms from the DOE are always available

DOE Translation and Interpretation Unit services are used to ensure documents are translated in a timely manner

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.

Parent/Staff/Community members offer oral interpretation at all school functions

- DOE Translation and Interpretation Unit is used for oral interpretations. We have found many of the interpreters to be very helpful. They often have cultural awareness that ensures our parents get the services they need. For example, some parents will not seek out help from the interpreter. Therefore the interpreter seeks out parents who need language support.

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.)

TYWLS will devote a professional development to meet with staff and our LAC will train them in how to use the I SPEAK card and the ID guide with parents. We will also review how to use translation services and over-the-phone interpretation services when calling or meeting with parents.

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

DETERMINATION of PRIMARY LANGUAGE

- Parent/caregiver survey distributed during Grade Meetings to determine primary language spoken at home.
- TYWLS of Astoria will maintain an appropriate and current record of the primary language of each parent. This information will be maintained in ATS and on the Student Emergency Blue Card.

OBLIGATION to PROVIDE LANGUAGE ASSISTANCE SERVICES

Provide translation/interpretation services to parents who require language assistance in order to communicate effectively during school meetings, conferences, activities as well as the DOE.

TRANSLATION REQUIREMENTS

- Centrally/Regionally Produced Communications-Timely distribution of these documents to parents/guardians that have been identified by the Translation and Interpretation Unit to contain information regarding their child's education. For example:
 - Registration, application and selection.
 - Standards and performance.
 - Conduct, safety and discipline.
 - ELL/Special education and related services.
 - Transfers and discharges.

School will provide parents/guardians whose primary language is a covered language with a translation of any document that contains individual, student-specific information, but not limited to a student's

- Bill of Rights and Responsibilities
- Health
- Safety
- Legal/disciplinary matters
- Entitlement to public education or placement in any special education ELL or non-standard academic program and
- Permission slips/consent forms.

When the Translation and Interpretation Unit, our school, or central/regional office is temporarily unable to provide required translation into one or two covered languages, we will provide a cover letter/notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation/interpretation of such document.

- School will hire a translator or ask for a volunteer (parent/staff member) to translate for parents during school meetings and one-on-one meetings.

NOTIFICATION REQUIREMENTS

- TYWLS of Astoria is responsible for providing each parent whose primary language is a covered language and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instructions on how to obtain services.

-TYWLS of Astoria will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

-TYWLS of Astoria's Safety Plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the schools' administration offices solely due to language barriers. Oral/written interpretation services posted in main office and lobby.

TYWLS of Astoria where parents of more than 10% of the children that speak a primary language that is not a covered language, shall obtain from the Translation and Interpretation Unit a translation into such a language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. DOE Translation and Interpretation Unit is used for oral translations.

Additionally, many documents are already translated and available on the DOE intranet.

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)

Our parent coordinator will regularly check with parents informally. Additionally we monitor our services to parents by checking the attendance of parents of all school functions and by asking for feedback from the parents. To this end, we have established an interactive box on the website so that parents can communicate at any time with the administration or the parent teachers association.