

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**28Q896**

**School Name:**

**YOUNG WOMEN'S LEADERSHIP SCHOOL, QUEENS**

**Principal:**

**MALA PANDAY**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

The Young Women's Leadership  
School of Queens 28Q896

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_  
6-12

Grades Served: \_\_\_\_\_

School Address: \_\_\_\_\_  
150-91 87<sup>TH</sup> Road Jamaica Queens, NY 11432

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
718-725-0402 718-725-0390

School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Sirece Thomas Sthomas47@schools.nyc.gov

Principal: \_\_\_\_\_  
Mala Panday

UFT Chapter Leader: \_\_\_\_\_  
Christina Lopez

Parents' Association President: \_\_\_\_\_  
Abi Corbin

SLT Chairperson: \_\_\_\_\_  
Jennifer Pineda

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Aakhfa Khan

Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: \_\_\_\_\_ 28 Superintendent: \_\_\_\_\_ Mabel Muñiz - Sarduy  
90-27 Sutphin Blvd., Queens, NY 11435

Superintendent's Office Address: \_\_\_\_\_  
MSarduy@schools.nyc.gov

Superintendent's Email Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
718) 557-2618 718-557-2623

**Borough Field Support Center (BFSC)**

Queens South Borough  
Field Support Center

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_ Marlene Wilks

131 Livingston Street Brooklyn, NY 11201

Director's Office Address:

[mwilks@schools.nyc.gov](mailto:mwilks@schools.nyc.gov)

Director's Email Address:

917-520-6743

Phone Number:

Fax: 718 281- 3509

## 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)
Mala Panday	*Principal or Designee	
Christina Lopez	*UFT Chapter Leader or Designee	
Abi Corbin	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Aakhfa Khan	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lorraine O’Connell	CBO Representative, if applicable	
Samantha Hlawatsch	Member/ Teacher	
Melanie Shuldiner	Member/ Teacher	
Garchi Li	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ophelia Dunn	Member/Parent	
Tamar Harraway	Member/ Parent	
Gwendolyn McCottry	Member/ Parent	
Natasha Romain	Member/Parent	
Marvo Gilbert	Member/ Parent	
Jennifer Pineda	Member/ CSA	
	Member/	
	Member/	
	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.

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Young Women's Leadership School of Queens is known for its sisterhood and its main motive is to help prepare young women for the real world. The SLT has been working cooperatively to encourage the four pillars within the school community. In order to effectively affiliate and incorporate the four pillars and the morals and beliefs of the school, our student government proposed the TYWLS honor code which expressed the expectations of a TYWLS student. Our mission is to ... The Young Women's Leadership School of Queens continues to empower women of all ethnicities.

The special needs population at TYWLS consists of 16% of TYWLS scholars. Their academic needs vary but TYWLS of Queens fully supports the Least Restrictive Environment initiative. We offer programming options such as ICT, SETSS, speech therapy, physical therapy, and one student who receives one-on-one Paraprofessional support. Additionally, our ENL (English as a New Language), population is supported through a push-in and pull-out model to address the learning needs of each individual student.

The school motivates its women by establishing the four pillars which consist of Leadership, STEM, Health and Wellness, and College and Career awareness. The four pillars prepare the young women of TYWLS to strive for success inside and outside of the school community.

LEADERSHIP:

New Initiatives & Highlights

- Morning meetings to promote student voice and celebrate student accomplishments
- Initiate TYWLS Talent of Today and Tomorrow fashion show to highlight
- Advisory Curriculum to promote self-respect and raise awareness on issues facing young women
- Operation Cleanup
- Community Service Hours
- Increase in student voice during workshop model
- Student Club Proposals
- Student Development of Honor Code and School Wide Constitution
- Social Action Week initiated by Student Government for Spring Semester
- Black History Month Bazaar
- Senior Committees (Prom, Apparel, etc...)

## STEM:

### New Initiatives & Highlights

- Operation Slumber
- Connecting the Dots (Shark Dissection, Nursing Simulation, Exercise (talk to Doshka exercise bike))
- Computer Science Elective
- Girls Who Code
- Purchase of New Technology (SmartBoards, Laptops, Ipads)
- Partnering Tech Teacher with TYWLS of Astoria to improve technology awareness and productivity
- Intrepid Trips
- Middle School students must have 600 lab minutes in each science class to support HS readiness

## HEALTH & WELLNESS:

### New Initiatives & Highlights

- FEMCHO
- Principal supported expansion of PE department with new of triple licensed teacher (Physical Education, Health, ELA)
- The following after school programs: Volleyball, Fitness Club (bi-weekly, 7am), two three student initiated clubs include Kickline, Basketball, Cheerleading, as well as MS Track
- Increase in PE courses at the HS level by a minimum of two periods per week
- Parent Workshop for decreasing test anxiety
- Principal working on partnership with Healplex for free dental screenings for all students
- Principal hired F-Status Guidance Counselor
- Yoga unit in PE
- Increase in staff trained in CAP program
- Partnered with YMCA & Queens Community House to increase support in after school homework help, etc...

## ECCA Pillar:

### New Initiatives & Highlights

We are unique as the only TYWLS that supports ECCA Pillar in following strategic ways:

- Weekly meetings with guidance to support graduation and college planning coordination
- Principal Analysis of office space that honors and promotes ECCA Pillar by providing accessible location that creates opportunities for visible student workstations, teacher collaboration, DCC Counseling.
- Weekly Class of 2015 push in advisory college lessons in resume writing SAT planning, etc...
- Class of 2016 enrollment in SAT Prep for academic year 13-14
- Partnership development with local all-women's institution, College of New Rochelle which resulted in Portfolio Day connection for Art Studio majors, hands on STEM opportunities, etc...
- Collaboration with York College to expose 8<sup>th</sup> graders to
- Summer Bridge College Trip Coordination with hands on STEM opportunities for incoming 6<sup>th</sup> & 9<sup>th</sup> graders
- High School readiness transitional visits with MS classes in HS classes
- Weekend Programming such as trips to mentor programs & colleges
- DCC is present at every PTA meeting to answer questions make connections and provide updates
- Only TYWLS school in which DCC hosts morning meetings

## 28Q896 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	559	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	13	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	8	# Music	6	# Drama
# Foreign Language	17	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	1.6%	% Attendance Rate		92.4%
% Free Lunch	44.3%	% Reduced Lunch		4.0%
% Limited English Proficient	1.4%	% Students with Disabilities		12.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		51.9%
% Hispanic or Latino	16.2%	% Asian or Native Hawaiian/Pacific Islander		26.5%
% White	2.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	3.0%	% Teaching Out of Certification (2013-14)		27.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.73
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	55.0%	Mathematics Performance at levels 3 & 4		37.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		78.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	85.2%	Mathematics Performance at levels 3 & 4		76.7%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	96.9%	% of 2nd year students who earned 10+ credits		91.3%
% of 3rd year students who earned 10+ credits	88.5%	4 Year Graduation Rate		85.1%
6 Year Graduation Rate	100.0%			
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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		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		YES
Hispanic or Latino	N/A	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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

## 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.

- Currently 9th grade math and science regents results are averaging 50%.
- Math and Science regents have the lowest pass rates on the first attempt
- Special needs students lower than average pass rate
- CCLS Algebra-few students achieve the 80+ for mastery/CUNY benchmark
- 9th graders need support transitioning to high school expectations

### Part 2 – Annual Goal

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

By June 2016, all Science and Math Regents will see an increase of 7-10% in the overall pass rate. Evidence, includes, but is not limited to the following:

- 8-10 students will have been identified for targeted interventions.
- Focused Parent Outreach
- Differentiated assignments and tasks
- Appropriate grouping and pairing of students with their peers.
- Customized enrichment assignments for holidays and breaks
- Tutoring plans for before and after school support.
- Tutoring Tuesdays

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Identify 8-10 at-risk students who have demonstrated progress through teacher tracking	8-10 at-risk students	9/1/15 – 6/25/16	Math and Science teachers
Teacher tracking	8-10 at-risk students	9/1/15 – 6/25/16	Regents Teachers
Mock Regents	8-10 at-risk students	9/1/15 – 6/25/16	Data Specialist
Science-based field trips and guest speakers	At-risk Students	9/1/15 – 6/25/16	Teachers
Science and Math content reading strategies	At-risk Students	9/1/15 – 6/25/16	Teachers
Differentiation specifically for math and science - By building each teacher's "toolkit" of strategies for differentiating math and science, teachers will be better able to increase access points for students with special needs or those who need additional scaffolding.	At-risk Students	9/1/15 – 6/25/16	Teachers
List of deficits and target interventions for those specific issues - By administering baseline assessments, teachers will be able to identify specific skill deficits and create individualized targeted interventions.	At-risk Students	9/1/15 – 6/25/16	Teachers
Goal setting for target students with Guidance Counselors involved	At-risk Students	9/1/15 – 6/25/16	Guidance Counselors
Talk to parents to tutor them on basic math skills - To support parents with "at-home" math homework help, TYWLS will provide basic math skills workshops to refresh parents on math skills.	Parents	9/1/15 – 6/25/16	Teachers
More project/base learning over the Holidays - To support students during the times when they are not in school, project based learning (ie. experiments, hands-on activities, and engaging activities) will be given. These project based activities are designed to give students practice with academic skills while also allowing them to be creative and enjoy the process.	At-risk Students	9/1/15 – 6/25/16	Teachers
Introduce math site: Deltamath.com, khanacademy.org, Regentsprep.org	At-risk Students		Teachers

Calming techniques for test taking	At-risk Students		Guidance Counselors
Math/Science Parent Workshop	Parents		Teachers
Hold a Science Fair and Math Bee	Students		Teachers
Increase of Math and Science classes with Integrated Co-Teaching- At the high school level, ICT classes have been instilled for Living Environment and Chemistry to support at-risk students who have historically struggled with these classes. Moreover, additional math ICT classes have been created for Algebra, Geometry and Algebra 2/Trigonometry.	At-risk Students		Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Engagement outreach for mock regents DDC, skedula, targeted tutoring time on Tuesdays											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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, students will show progress on mock regents.
<b>Part 5b.</b> In <b>February 2016</b> , 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.
  - Student class grades are not a true prediction of state assessment performance.
  - There are inconsistencies in grading policies across grades and disciplines.
  - Class grades are not reflective of performance on Regents and / MS State exams
  - 9th grade students show difficulty transitioning from Middle School to High School with regards to credit accumulation and exam pass rates
  - Rigorous CCLS standards and the grading policy were not aligned
  - Students and their parents have expressed that they are unclear as what the expectations are for receiving a level 4 from grade to grade.
  - Guidance counselors have reported a trend of students experiencing test anxiety.

### 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 2016, grading policies will be aligned for grades 6-12 and common core assessments will be calendared and implemented in core subjects and aligned to the Regents/State exams to reduce test anxiety in students and communicate clear expectations to students and families.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Common planning with subject and level teachers: By giving teachers the chance to common plan, subject teachers and grade level teachers can share ideas, create alignment for grading, and collaborate to improve cohesiveness.	Teachers	9/1/15 – 6/25/16	Supervisors
Grading policy discussed during June meeting	Teachers	9/1/15 – 6/25/16	Supervisors
Training for parents on pupil path calculations and in reading transcripts.	Parents	9/1/15 – 6/25/16	Community Assistant
Calendar for grade level Google docs	Teachers	9/1/15 – 6/25/16	School Secretary
Communication for State exams from testing team	Teachers	9/1/15 – 6/25/16	Testing Coordinator
Grading policies for the 2015-2016 school year are school alignment	Teachers	9/1/15 – 6/25/16	Testing Coordinator
Mock Regents	Students	9/1/15 – 6/25/16	Testing Coordinator
Middle school “mocks:” ELA, Math, Science: By using “mock” exams, students are more prepared for the state tests. Additionally, this practice supports teacher grading alignment by monitoring the standards assessed and creating coherence between the grade levels.	Students	9/1/15 – 6/25/16	Testing Coordinator
Baselines assessments given to all students in order to determine current academic performance levels.	Teachers	9/1/15 – 6/25/16	Supervisors
Inquiry and grade level meetings	Teachers	9/1/15 – 6/25/16	Supervisors

**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.

Monday will be other professional work time

**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 <sup>st</sup> 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.

By February 2016, student class scores will be examined.

**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.
- 
- Based on observations, the areas in need of improvement for teachers is student questioning and discussion techniques
  - The smallest amount of growth is captured in these two competencies
  - This topic is the most request for teacher PD by staff and Chapter Leader

**Part 2 – Annual Goal**

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

By June 2016, teachers will plan and implement lessons that provide daily opportunities for student-centered questioning and discussion techniques that have interdisciplinary elements and differentiate the learning for all students.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>
<p>Common Planning: Scaffolding</p>	<p>Students</p>	<p>9/1/15-6/25/16</p>	<p>Teachers</p>

Parent Workshop: How to have educational discussions with your children	Students	9/1/15-6/25/16	Teachers
Mock Regents analysis	Students	9/1/15-6/25/16	Teachers
Cabinet analysis of failure rate monthly via skedula logs	Students	9/1/15-6/25/16	Teachers
PD for teachers around different techniques, individual and school-wide	Teachers	9/1/15-6/25/16	Supervisors
Focused Parent Outreach	Parents	9/1/15-6/25/16	Teachers
Differentiated assignments and tasks	Students	9/1/15-6/25/16	Teachers
Appropriate grouping and pairing of students with their peers.	Students	9/1/15-6/25/16	Teachers
Customized enrichment assignments for holidays and breaks	Students	9/1/15-6/25/16	Teachers
Tutoring plans for before and after school support.	Students	9/1/15-6/25/16	Teachers
Teacher inter-visitations	Teachers	9/1/15-6/25/16	Teachers
Activities for students to develop speaking/presenting skills	Students	9/1/15-6/25/16	Teachers
Socratic Seminar: teaching method	Students	9/1/15-6/25/16	Teachers
MS/HS Debate teams (CBO has it)	Students	9/1/15-6/25/16	Teachers
Student led morning meetings for which they share debatable or controversial topics	Students	9/1/15-6/25/16	Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Parent engagement outreach for mock regents DDC, skedula, targeted tutoring time on Tuesdays										
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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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By January 2016, students will show progress on mock regents

**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"> <li>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.</li> <li>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.</li> </ul> |
| <ul style="list-style-type: none"> <li>IPC meetings reflect that teachers will benefit from more timely feedback to inform their practice</li> <li>The identified competencies are the lowest average ratings</li> <li>Timely feedback will give teachers time to implement actionable feedback prior to their next observation</li> </ul>                                                                                                                                                                                                                                                                                                                                                 |

**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>
<p>By June 2016, supervisors will provide face to face within 48 hours of an observation and written reports within 7-10 days of the feedback session, teacher rating in domain and 3 will improve 5%-7 % within developing and effective ratings.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>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).</li> <li>Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Face to face conferences with supervisors</p>	<p>Teachers</p>	<p>9/1/15 – 6/25/16</p>	<p>Supervisors</p>

Inter-visitation with other teachers	Teachers	9/1/15 – 6/25/16	Teachers
Grade level and department level meetings	Teachers	9/1/15 – 6/25/16	Teachers
Access to appropriate resources based on individual teacher needs	Teachers	9/1/15 – 6/25/16	Supervisors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Monday will be other professional work time											
<b>Part 4b.</b> 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 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, student class scores will be examined
<b>Part 5b.</b> In <b>February 2016</b> , 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.

- Low parent attendance at school events
- Home language survey reveals that English is not the primary language in many homes
- Parents are often in need of translation services when they visit the school
- Key school level documents were going home un-translated
- Low parent engagement has a direct effect on student performance

### 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 2016, 50% of all school communication sent to families whose primary language is Spanish, Bengali, Urdu, or Hatian Creole, will occur in their native languages, to increase awareness of student performance and school culture.

### Part 3 – Action Plan

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
School Messenger	Late/absent	9/1/15-6/25/16	Community Assistant
Parent outreach by first period teachers/LAC	Chronic late students low performance	9/1/15-6/25/16	Staff/Teachers
Dedicated personnel	Chronic late students low performance	9/1/15-6/25/16	School Aide, Guidance Counselor
School event notifications	Students/Parents	9/1/15-6/25/16	Community Assistant
Student Progress Reports	Students/Parents	9/1/15-6/25/16	Teachers
Teacher led parent meetings and events	Parents	9/1/15-6/25/16	Teachers
Parent-Teacher Conferences	Students/Parents	9/1/15-6/25/16	Teachers
Syllabus and course outlines	Students/Parents	9/1/15-6/25/16	Teachers
Letters and permissions slips	Students/Parents	9/1/15-6/25/16	Teachers
Use emails and text blasts	Students/Parents	9/1/15-6/25/16	Support Staff
Implement an English learners class at the school for parents/guardians	Students/Parents	9/1/15-6/25/16	Teachers
Utilize staff/students for translation services or reach out to colleges/retire CBO linguistics	Students/Parents	9/1/15-6/25/16	Staff
Robo calls in all languages	Students/Parents	9/1/15-6/25/16	Support Staff
Make meetings/events attractive to participants	Students/Parents	9/1/15-6/25/16	All Staff

Make meetings / events that is more personalized/useful/focused for parents			
Survey of parents/teachers/CBO'S skill sets	Students/Parents	9/1/15-6/25/16	Teachers
Use technology	Students/Parents	9/1/15-6/25/16	Teachers
Implement/increase student ambassadors and set up training sessions	Students/Parents	9/1/15-6/25/16	Teachers
Utilize students who speak another language	Students/Parents	9/1/15-6/25/16	Teachers
Keep ALL parties informed of ALL events	Students/Parents	9/1/15-6/25/16	Teachers
Provide a monthly video posted on the TYWLS website that underlines the top 5 PTA concerns to include parents who cannot physically attend the Tuesday nights.	Parents	9/1/15-6/25/16	PTA Board Members

**Part 4 – Budget and Resource Alignment**

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

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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, we will see more parents at PTA meetings.
-At least 1 workshop provided for parents. For example: How to work Pupilpath.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students at-risk	-Thesis Papers -Repeated Reading -Interactive Writing -Writing Intensive -Class Tutoring	-Providing small group, one to one tutoring by tutors.  -Open communication with school to monitor student progress	After school- All aspects, ELA, Math, Science, and Social Studies are monitored through report card characteristics, (list students and grade for each class), put students who need additional help on the homework help watch list which allows us to give additional tutoring, homework checks, and constant communication with parents and school.
<b>Mathematics</b>	Students at-risk	Tutoring	-Providing small group, one to one tutoring by tutors.  -Open communication with school to monitor student progress	After school- All aspects, ELA, Math, Science, and Social Studies are monitored through report card characteristics, (list students and grade for each class), put students who need additional help on the homework help watch list which allows us to give additional tutoring, homework checks, and constant communication with parents and school.

<b>Science</b>	Students at-risk	?	<p>-Providing small group, one to one tutoring by tutors.</p> <p>-Open communication with school to monitor student progress</p>	<p>After school- All aspects, ELA, Math, Science, and Social Studies are monitored through report card characteristics, (list students and grade for each class), put students who need additional help on the homework help watch list which allows us to give additional tutoring, homework checks, and constant communication with parents and school.</p>
<b>Social Studies</b>	Students at-risk	?	<p>-Providing small group, one to one tutoring by tutors.</p> <p>-Open communication with school to monitor student progress</p>	<p>After school- All aspects, ELA, Math, Science, and Social Studies are monitored through report card characteristics, (list students and grade for each class), put students who need additional help on the homework help watch list which allows us to give additional tutoring, homework checks, and constant communication with parents and school.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>			<p>Social Work Interns</p> <p>Psychology Interns</p> <p>QCH Staff</p> <p>College grads (tutors)</p>	<p>-Teacher conferences with QCH, school parents, and students to determine a time line/methods of moving out of “at-risk.”</p> <p>-Do behavior/HW check- off list, students who are at-risk get planners, HW chart and behavior</p>

				<p>signed to ensure our methods are being implemented.</p> <ul style="list-style-type: none"> <li>-Refer students we are unable to fully assist, and that are in need of more assistance to other outside services (strict tutoring)</li> <li>-Provide students with a timeline/calendar to track their progress.</li> <li>-Use different learning methods to work with our at-risk students with IEP's and special needs along with individualized help.</li> </ul>
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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>Recruitment: Our school community receives between 20 and 40 resumes for every teacher posting. Potential staff members go through a multi-step process which includes interviews, writing samples and demo lessons. The current staff supports the process by observing the demo lessons and sitting in on group interviews.</p> <p>Retention: As a school community, teachers are monitoring teacher talk with timers that were purchased by the principal as they conduct inter-visitations and self-regulate. Within the majority of observation reports, the principal and assistant principal cite teacher talk time. During year one, my focus is to raise teacher awareness regarding the number of minutes they are talking to students (lecturing) versus the number of minutes students are engaged in a rigorous task. For year two and three, the PD plan will focus on the cohesiveness of the overall lesson, with clear links between the mini-lesson, independent/group work, lesson summary, and the learning objective. As teachers engage in workshop model practices, there is a school-wide focus on improving the number of open-ended and critical thinking questions, which allows for an increase in opportunities for student-centered thinking. The supporting document is the DOK wheel which is prominently posted in each teacher's classroom and widely referenced in informal and formal observation reports. <b>(1.2)</b></p> <p>With a team of 32 educators, their observation reports clearly indicate improvement in the competencies of student engagement and communicating with students. For example, in year one, teachers are clearly communicating the goal of the mini-lesson as well as independent/group work expectations. Unlike previous years, the teaching team has incorporated more opportunities for Think/Pair/Share, Accountable Talk, and debates. Students often share in student government meetings and with their advisory teachers that teachers are allowing them to work with partners and in groups. <b>(2.2)</b></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>Unit Plans- With the support of New Vision coaches, we have established a school-wide unit plan template for Term 2 as well as performance task expectations and alignment. This was adapted from Wiggins, Grant, and Jay McTighe. <b>(1.1)</b></p>

**6. (1.2)**

7. Almost 1/3 of the staff is engaged in data inquiry and analysis of our bottom third as we look at deficiencies within literacy in grades 6, 8, and 11. **(4.2)**

8. As teachers engage in workshop model practices, there is a school-wide focus on improving the number of open-ended and critical thinking questions, which allows for an increase in opportunities for student-centered thinking. The supporting document is the DOK wheel which is prominently posted in each teacher's classroom and widely referenced in informal and formal observation reports. **(1.2)**

The majority of teachers have signed-up for professional development workshops to further quality of instruction and girls education best practices. Teachers have participated in day workshops as well as overnight conferences. The turnkey process occurs in formal and informal ways and, specifically during department and faculty meetings.

**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.).

**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.

The school has adopted a school-wide grading policy to ensure consistency and coherence across all grades. The new policy has an increased weight for multiple types of assessments. The school utilizes mock regents exams at the high

school level to measure student progress throughout the year. Teachers use the DDC program to create and monitor progress on classroom assessments.

#### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

#### <sup>1</sup>Explanation/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.

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

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

**Important Note:** The following funds may not be consolidated:

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

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

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent

Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Young Women's Leadership School of Queens 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. TYWLS 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;
- Continually survey parents and child for effective possible changes;
- 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 via letters, phone blasts and email in most prevalent language;
- 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;
- Using the students as translators during PTA sessions.

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed via student and DOE translators;
- 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 (science fair, math portfolio viewing, common core workshop);
- 

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;
- implementing the supporting or hosting Family Day events;
- begin encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

The Young Women's Leadership School of Queens, 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting with MTA 2-trip metrocards;
- 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 <b>28</b>	Borough <b>Queens</b>	School Number <b>896</b>
School Name <b>The Young Women's Leadership School of Q</b>		

### 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 <b>Mala Panday</b>	Assistant Principal <b>Jennifer Pineda</b>
Coach <b>Manfred Korman</b>	Coach <b>Manfred Korman</b>
ENL (English as a New Language)/Bilingual Teacher <b>Doshka Truick/Marlina Chan/</b>	School Counselor <b>Tafari Powis/Vanessa Burdier</b>
Teacher/Subject Area <b>Ana Velasco</b>	Parent <b>Abi Corbin</b>
Teacher/Subject Area <b>Lindsey Williams</b>	Parent Coordinator <b>Leslie Harding</b>
Related-Service Provider <b>Riva Rosenbaum</b>	Borough Field Support Center Staff Member <b>Marlene Wilks</b>
Superintendent <b>Mabel Sarduy</b>	Other (Name and Title) <b>type here</b>

### 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	<b>3</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>544</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input checked="" 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b>							0	0	0	0	0	0	0	0
<b>Dual Language</b>	0							0	0	0	0	0	0	0
<b>Total</b>	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					
<b>All ELLs</b>	11	<b>Newcomers</b> (ELLs receiving service 0-3 years)	4	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	3

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

	ELLs by Subgroups									Total
	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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>			1	1	1	2				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* 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
<b>TOTAL</b>	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: _____
------------------------------------------------------------------	-------------------------------------------------------------

### 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							2	1	1		1			0
Chinese														0
Russian														0
Bengali								1		1	1		1	0
Urdu														0
Arabic														0
Haitian								1	1					0
French														0
Korean														0
Punjabi								1						0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)							1			1				0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)									3		1			0
<b>Expanding</b> (Advanced)							1	2			1	1		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

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

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
The previous school year's state ELA for Middle School and NYS Regents for highschool and NYSELAT (ENL students) is used to assess literacy skills. An initial classroom benchmark assesment is also provided by the classroom pedagogue to determine students' intial lexile levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Out of the 2% of students that currently embody our ENL population, 2 are long term ENLs, 2 are entering new comers and the remainder are either transitioning or approaching commanding students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
N/A
- 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?  
According to the NYS middle school ELA exam 100% of ENL students passed the exam with either a sore of 3 or 4.
- 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](#).]  
Data taken both the NYSELAT and previous NYS ELA test scores are used in to help guide instruction in several ways. For example: an itemized analysis is conducted per student to note trends in different aspects of students literacy perfomance. We have found that 50% of our ENL students struggle with making inferences and correctly citing text based evidence.

- The other 50% struggle with reading comprehension and text based analysis. RTI meetings are established every two weeks to help identify struggling learners and create educational literacy plans.
6. How do you make sure that a student’s new language development is considered in instructional decisions?  
We make sure second language development is considered in instructional decision making by crafting scaffolded writing prompts, using choral repetition, context clues and using TPR and realia in classes as a form of extra support for students who need them most.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
Success evaluation comes in the form of NYS ELA exam scores. Currently the school is #1 in the district.

## 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 student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYS Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Begins with identification of ELLs through reports in ATS-HLIS, NYS ITELL, LAB-R and NYSESLAT scores, ESL Coordinator.
  2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (student work).  
Students are administered a diagnostic, the LENS and SIFE questionnaire to identify SIFE.
  3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The identification for newly enrolled students with IEPs begins with the School Intervention Team and Pupil Personnel Team conferencing met with the guidance department with a list of newly incoming 6<sup>th</sup> or 9<sup>th</sup> graders that are enrolled from feeder schools and are identified as SWD. Next, members of the Language Proficiency team of students who are classified as both ENL and SWD.  
They are then given home language surveys that are transferred from feeders schools for review. Over the course of the next SPED team, programmer and administrators meet intially over the summer to devise a program that will meet the academic needs of the student out the year.
  4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the determined.  
The ESL coordinator identifies and administers the NYS ITELL, then distributes the letters to students in person and via the mail.
  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](#) section).  
This information is shared in the entitlement letters sent out to parents at the beginning of the school year. Reading and Writing NYS (Duolingo Expenditary Learning is used. Students are formally assessed over 3 weeks in the form of quizzes, projects, and full period exams.
  6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Parents receive letters within the first two weeks within the school year and they are asked to respond within one week of receipt of the letter.
  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 choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
A weekly phone call and email using pupilpath in Skedula is used to ensure and monitor Parent surveys are returned in a timely manner.
  8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Once a semester, RLER report is run in ATS to determine the school's current number of ELLs. Next during weekly parent communication and in writing Parents are contacted to ensure that they completed the survey and are made aware of the educational options available.
  9. Describe how your school ensures that placement parent notification letters are distributed.  
All placement notification letters are transferred to us from the student's previous home school and are monitored and filed by both the Secretary.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**ELL documentation is organized at the start of the school year . Letters are sent out to parents and students within the first two weeks of school.**
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all students.  
**Weekly phone calls and/or emails are sent to ensure communication. A formal parent letter is also mailed out to homes.**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**Quarterly, parents are notified in meeting about their child's ELL status.**
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? 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 models?  
**Consent Decree? Describe specific steps underway. (Refer to question six).**  
**After a review of the Parent Surveys and Program Selection forms for the past few years, it was observed in the past 10 years of the School of Queens tenure from 2005-2015, we had 100% in the free standing program. Currently, we only offer a free standing ESL program.**

## 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.  
**An integrated co-teaching model is used with mixed proficiency level grouping of ENL. Students are grouped based on data taken from an initial classroom benchmark assessments as well as their ELA scores and NYSELAT data.**  
**At the middle school level, classes travel in blocks and are placed by grade level in heterogeneous (mixed proficiency levels) and performance on the previous school year's NYS ELA exam.**
  - b. TBE program. *If applicable.*  
**N/A**
  - c. DL program. *If applicable.*  
**N/A**
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
**TYWLS Queens ensures the mandated number of instructional minutes are provided in both an ICT and pullout model in the ICT model students are seen at middle school level. Based on the ENL level of the current student body, ENL instruction is provided in both an Integrated Co-teaching and pull-out model. Entering, Emerging and transitioning students receive instruction exploring both models while expanding students receive instruction only in utilizing an Integrated Co-teaching model.**
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.  
**All instruction is provided in English with linguistic support in the form of language language glossary. Instructional approaches are based on Explicit Based Research Scaffolded Instruction by Anita Archer as we as Center for Applied Linguistics and ESL Survival Guide.**
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
**A bi-yearly family meeting is scheduled and logged in Skedula.**
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
**The use of audio/videos are use a scaffolded techniques. Highschool: Blended Learning courses are offered.**
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term

<b>Chart</b>	Former ELLs up to two years after exiting ELL status
	<p>SIPE -After school tutoring in the Fall/ spring terms, Saturday Tutoring in the spring term only, Duolingo; esl-lab.com use audio visual support used learning center.</p> <p>Newcomer- After school tutoring in the Fall/ spring terms, Saturday Tutoring in the spring term only, Duolingo; esl-lab.com</p> <p>Developing - After school tutoring in the Fall/ spring terms, Saturday Tutoring in the spring term only, The ESL/ ELL Teacher's Survival Guide, Scaffolded writing prompts, graphic organizers, and visuals are used.</p> <p>Longterm- After school tutoring in the Fall/ spring terms, Saturday Tutoring in the spring term only, Graphic organizers, scaffolded writing prompts from Scholastic English 3D.</p> <p>Former Ells- After school tutoring in the Fall/ spring terms, Saturday Tutoring in the spring term only, Socratic Seminar, Graphic organizers, scaffolded writing prompts from Scholastic English 3D.</p>
7.	<p>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 <u>ELL Policy and Reference Guide, Re-Identification of ELL Status</u> section.</p> <p>N/A</p>
8.	<p>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?</p> <p>Interactive promethian boards, Elmo projectors, Small group, pair work, annotation, cornell note taking, sentence presentation strips, word walls, glossaries, and videos.</p>
9.	<p>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?</p> <p>Use of Resource Room for classroom assessments and Directions Readaloud.</p>

**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)
<b>ENL</b> <small>Chart (MINIMUM)</small>	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	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.)	
<b>FLEXIBILITY</b>		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
<b>TOTAL</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

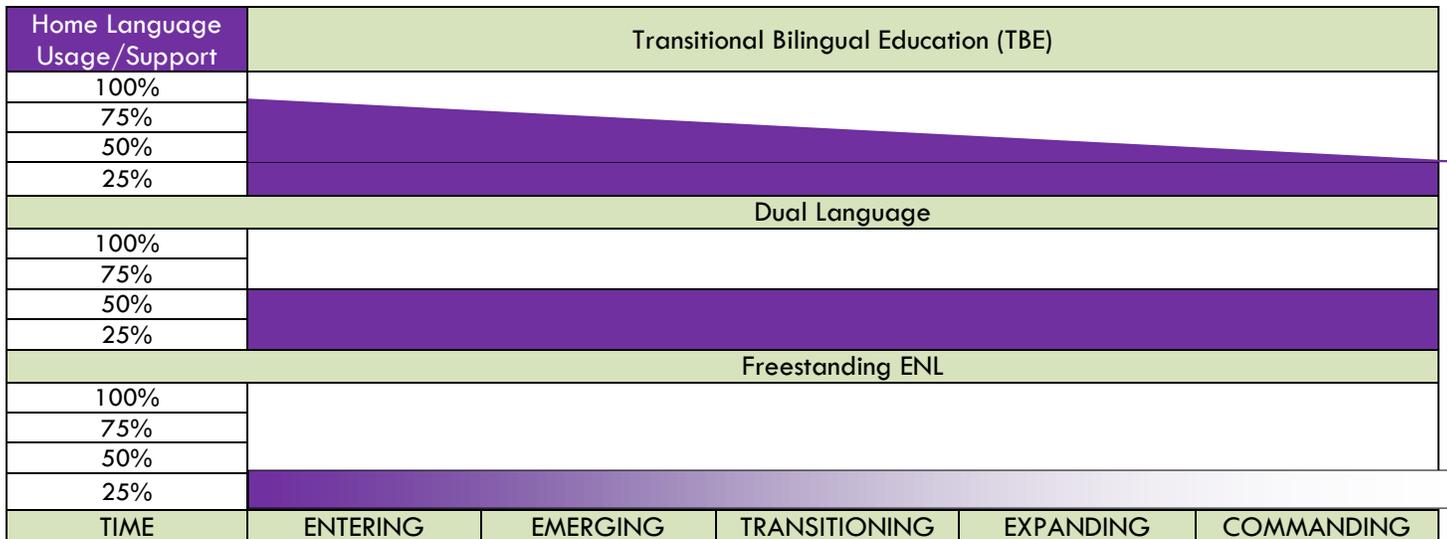


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
Longterm ELL's receive push-in services with collaboration between series. ESL teachers ensure academic language support, low level, SIFE ELL's and receive both push-in and pull-out.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
By using push-in collaboration between ESL and geared teachers, students received academic language support (CALP) while receiving instruction in their geared classrooms which leads to decreased isolation and decreased missed information. Pull out allows for students who need direct instruction with one-on-one time that supports their work in cohort classes.
12. What new programs or improvements will be considered for the upcoming school year?  
Pull-out for lower level and SIFE.
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.  
ELL's have access to all school programs, they are paired with higher level speakers of their LI and have access to 3 highly trained ESL teachers.
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.  
Promethean boards are used routinely, laptops, visual aids, and bilingual dictionaries.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
ENL, LI vocabulary is supported through the use of bilingual dictionaries specialized vocabulary charts, and peer language support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Currently, our school ensures that all required services and supports correspond to ELLs ages and grades level through weekly teacher grade team meetings in which teachers share out best instructional practices they will use to address the needs of diverse learners in their classrooms.
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).  
The Young Women's Leadership School of Queens offers 2 summer intensives led by an ELA instructor and onsite administrator. One week Summer Bridge and three week TYWLS explorers to help the newly enrolled student body transition. We have also formed a lasting partnership with Queens Community House that provides full 8 week summer intensive activities prior to the beginning of the school year.
19. What language electives are offered to ELLs?  
French, Blended Language, and Spanish
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)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
ELL personnel attends workshops sponsored by the DOE throughout the school year.
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?  
ESL teachers are given ESL sponsored PD's for Common Core as well as online support.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Staff will be provided with an *ESL/ELL Survival Guide* published by Joss and Bass to support the instructional transition from elementary to middle school and middle to high school. Additionally, content area teachers will attend Professional Development sessions to help reinforce new strategies they obtain.
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.

Professional development records for ELL pedagogues are kept in a google doc that is approved by an administrator on a monthly basis. Additionally, a copy of the workshop agenda is disclosed to the payroll secretary upon return from a field attended workshop. In house professional development sessions are held once per week and a paper attendance is taken before each meeting.

## 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?  
Once per week, all ENL homes are contacted by either phone or email.  
All correspondence is recorded in Skedula. Additionally, the ENL Coordinator works with the SPED team as well to be present for translation service for ENL students who also need IEP ammendments conducted on a quarterly basis.
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.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Yearly activities such as Meet your Dad, Science Fair, MultiCultural Night and school dances are offered in which ELL parent engagement is fostered.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Currently, The Young Women's Leadership School of Queens has partnered with the Queens Public Library to help provide workshops on site and services to ELL parents.
5. How do you evaluate the needs of the parents?  
During the Fall and Spring Parent Welcome Back Night and Parent Teacher Conferences parents receive a survey in which their needs are evaluated.
6. How do your parental involvement activities address the needs of the parents?  
Our parents are very involved in the School Leadership Team, and participate very actively in Parents Association meetings. Parents also participate in school walkthroughs every semester organized by the SLT.  
Parents also spearhead Community Based Fundraising activities that addresses both their needs and those of their child.

## 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: Young Women's Leadership of Q

School DBN: 28Q896

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Doshka Truick	ENL/Bilingual Teacher		10/23/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **28Q896**

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

Superintendent: **Mabel Sarduy**

### Before you begin, please check the following:

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

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

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

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

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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.

Our primary resource is the Language Preferences found in ATS reports, for example, the RHLA . Emergency cards are consulted and noted once an interaction is logged by a staff member. Teachers ask parents what their language of preference is and make note.

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.

Bengali, Urdu, Hatian Creole, Spanish, Punjab, Tagolog, and Chinese.

### 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.)

Monthly calendar  
Parent Teacher Conference Notices  
Lunch forms  
Testing Calendar  
Principal's Newsletter by Term  
Middle School Academic Newsletter  
TYWLS Honor Code

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.

Parent Teacher Conferences  
4<sup>th</sup> Tuesday of the Month is face- to face scheduled parent outreach  
Welcome Back Night  
Father Daughter breakfast  
PTA meetings  
Multi- Cultural Night  
Parent Workshops on various topics  
Portfolio Review  
Advanced Placement meetings  
Dinner and an IEP  
Financial Aid Night  
Senior Meetings  
Open Houses

### **Part C: Providing Language Assistance Services**

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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.

The LAC is tasked with identifying families who need this service by first making phone calls to the homes and recording the information. We have hired staff who speak all languages of our population. First, letters are drafted and distributed in English and then when the translated version is received, it is distributed and posted . We have also hung signs about the services that the Translation and Interpretation Unit provide up in the school to build awareness for our school community.

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.

School Messenger  
Parent outreach by first period teachers/LAC  
Dedicated personnel  
School event notifications  
Student Progress Reports  
Teacher led parent meetings and events  
Parent-Teacher Conferences  
Syllabus and course outlines  
Letters and permissions slips  
Use emails and text blasts  
Implement an English learners class at the school for parents/guardians  
Utilize staff/students for translation services or reach out to colleges/retire CBO linguistics  
Robo calls in all languages  
Make meetings/events attractive to participants  
Survey of parents/teachers/CBO'S skill sets  
Use technology  
Implement/increase student ambassadors and set up training sessions  
Utilize students who speak another language  
Keep ALL parties informed of ALL events

#### **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.)

This was a part of every teacher's IPC and they received all of the contact information to facilitate this goal. The LAC will also complete the training and turnkey the information at a Monday, PD session for all staff.

#### **Part E: Providing Notice of Language Assistance Services**

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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

All will be accessible at the upcoming Parent Teacher Conferences on 11/19/15 and 11/20/15

## **Part F: Monitoring and Quality Control**

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

The SLT is tracking the progress and will report back to the school community. This is one of the CEP goals for the 2015-2016 school year:

- By June 2016, 50% of all school communication sent to families whose primary language is Spanish, Bengali, Urdu, or Hatian Creole, will occur in their native languages, to increase awareness of student performance and school culture. For example:
  - A. Understanding grade level aspect
  - B. State Testing
  - C. Graduation.