

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X568

School Name:

YOUNG WOMEN'S LEADERSHIP SCHOOL OF THE BRONX

Principal:

LEMARIE LAUREANO

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Young Women’s Leadership School of the Bronx School Number (DBN): 09x568
Grades Served: 6-8
School Address: 1865 Morris Ave. Bronx, NY 10035
Phone Number: (718)731-2590 Fax: (718)731-2595
School Contact Person: Charisse Lewis Email Address: clewis@tywlsbronx.org
Principal: Devon Eisenberg & LeMarie Laureano
UFT Chapter Leader: Christina McNamee
Parents’ Association President: Sonia Pacheco & Sonia Villanueva
SLT Chairperson: Christina McNamee
Title I Parent Representative (or Parent Advisory Council Chairperson): Jennifer Pena
Student Representative(s): n/a

District Information

District: 9 Superintendent: Leticia Rodriguez-Rosario
Superintendent’s Office Address: 1245 Washington Ave. Bronx, NY 10456
Superintendent’s Email Address: Lrosario2@schools.nyc.gov
Phone Number: (718)579-7143 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Affinity Group Director: Alexandra Anormaliza
Director’s Office Address: 131 Linvingston St. Brooklyn, NY 11201
Director’s Email Address: aanormaliza@schools.nyc.gov
Phone Number: (718)935-5618 Fax: _____

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)
Devon Eisenberg & LeMarie Laureano	*Principal or Designee	
Christina McNamee	*UFT Chapter Leader or Designee	
Sonia Pacheco	*PA/PTA President or Designated Co-President	
Charisse Lewis	DC 37 Representative (staff), if applicable	
Jennifer Pena	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	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>	
	CBO Representative, if applicable	
Nancy Buck	Member/ UFT	
Jane O’Connor	Member/ UFT	
Jana Lee	Member/ UFT	
Kim McCoy	Member/ Parent	
Keisha Freeland	Member/ Parent	
Christina McNamee	Member/ UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Brenda Smith	Member/ Parent	
Germania Perez	Member/ Parent	
Roxanna Galva	Member/	
	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.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

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

Our school is located in District 9 in the Mount Hope section of the Bronx. Although we were approved to be a 6-12 school, we currently have 6th through 9th grade expanding a grade each year. We have 330 students enrolled with approximately a 60% Latino and 40% African American population. Our school qualifies for Title 1 with over 94% receiving free lunch. Our average class size is one teacher with approximately twenty-two students per class.

We believe all students can learn and simply need access to rigorous instruction in a caring environment. Through thoughtful and strategic planning, teachers collaboratively create engaging lessons and activities to motivate students to learn. Prior to the school year beginning, teachers developed their initial curriculum maps aligned to the city/state mandates that are Common Core aligned and adhere to the City-wide Instructional expectations. In Literacy, teachers use several of Expeditionary Learning units complementing them with other team-created units and other historically/culturally relevant novels. In Mathematics, teachers blend Connected Math modules with Engage New York. Science, Social Studies, and all other content area curricula are developed by teachers. In addition, teachers are provided professional development on incorporating Universal by Design by Learning strategies into all unit and lesson plans. This allows teachers to find multiple strategies to incorporate different entry points for are special populations (approximately 20% special education and 10% ELLs). In addition all students take Edperformance on-line assessments three times a year. This data is shared with all school members so that appropriate leveled text is incorporated in all content areas.

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

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

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

Our partnerships with various organizations help us create a unique and distinctive community. Our strongest partnership is with Young Women’s Leadership Network (YWLN.) They provide us an abundance of connections that allow us to enhance our educational programs as well as our after school programs; students have a safe haven from as early as 7:30-6:00 pm daily at a minimal expense to the school. They provided supplemental professional development for our teachers, summer camp for students, unique opportunities such as a sleep-over in the Intrepid Museum. Another major partner, Los Padres Foundation, provides over-night camping opportunities each year. New Visions supports our school with weekly coaches, professional development and more. Our partnership with Girls Inc allows us to offer nearly 30 different after school clubs and special programs a week. They allow us to do host special events with additional organizations including other single gender schools and several Saturday activities; our students and families genuinely appreciate the extended school day.

According to the Framework for Great Schools our school scored above average in rigorous instruction, effective school leadership and collaborative teachers. In terms of supportive environment, strong family community ties and trust our school still scored above the city average. This is the first year we will have a parent coordinator from the onset. Alongside our community associate, they are working hard to create more events that welcome parents in such as Family Literacy night, family field trips, English and computer classes for parents on the weekend. This should help our scores for trust and family community ties soar even higher.

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

In addition to the areas of growth noted earlier, we are looking to increase the level of rigor to be consistent across all classrooms. As noted in our Quality Review and PPO visit, levels of student engagement are high however not all students are cognitively engaged. We plan on having monthly PD sessions to have data chats so that teachers can work collaboratively to create rigorous units/assignments in class.

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

09X568 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	252	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	6	# Integrated Collaborative Teaching	9
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	4	# Drama	N/A
# Foreign Language	4	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	131.0%	% Attendance Rate			94.2%
% Free Lunch	90.8%	% Reduced Lunch			6.0%
% Limited English Proficient	6.0%	% Students with Disabilities			15.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American			36.4%
% Hispanic or Latino	62.0%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.76
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.1%	Mathematics Performance at levels 3 & 4			35.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Based on the NYS Common Core 2014 ELA scores for all grades (6 & 7) 21% of students reached levels of proficiency. On the NYS Common Core 2014 Math scores for all grades (6 & 7) 36% of students reached levels of proficiency. This data shows gains of 9% in literacy and 3 % in mathematics. The preliminary data shared thus far for the NYS Common Core 2015 ELA scores shows that approximately 93% of students met the promotional criteria while 95% achieved the promotional criteria in math.

In our Quality Review for 2014-2015, we received Well-Developed in 1.1, 3.4 and 4.2. We received a Proficient in 2.2 as well as 1.2, which was our “Focus” area.

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 teachers will incorporate the use of rigorous texts and writing tasks into their unit plans that will result in a 2% increase of students scoring above proficiency as measured by the NYS ELA and Mathematics assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers will participate in inquiry cycles in which they will look at student work to determine instructional strategies to support literacy cross-content</p>	<p>All teachers</p>	<p>9/15-6/16</p>	<p>All teachers, department chairs</p>
<p>Teachers will participate in 3 week cycles with Teacher's College Inclusive Classroom Project (TCICP) consultant</p>	<p>All teachers</p>	<p>9/15-6/16</p>	<p>All teachers, TCICP Coach</p>
<p>Teachers will participate in cycles with teacher leaders through the Teacher Incentive Fund</p>	<p>All teachers</p>	<p>9/15-6/16</p>	<p>TIF teacher leaders</p>
<p>Students will have half days ten days throughout the school year in order to provide professional development based on need to teachers</p>	<p>All teachers</p>	<p>9/15-6/16</p>	<p>TIF Teacher leaders, Department Chairs, Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Allocate time and financial resources for three full day PDs</p> <p>Secure time for teachers to meet together as a department once a week; allocate funds for coverages</p> <p>Allocate funds for i-Ready program to include internet individualized learning plans, workbooks, and simulation assessments; allocate funds to operate Saturday program using diagnostic data from January</p> <p>Create weekly schedule for TCICP to visit classrooms and meet independently with teachers throughout the school year; develop on-line platform for teachers to share lessons</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

In January 2016 all students will take midterm exams in their four major content areas and teachers will do a data analysis of their results to determine next steps in subsequent unit/lesson plans. This data will be examined alongside baseline data to ensure that students are progressing. In addition, all teachers will have a mid-year goal meeting to ascertain students' progress thus far. During this time next steps will be determined collaboratively with administration.

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

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

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

Part 1 – Needs Assessment

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

Based on our Framework for Great Schools Report 2015, we earned a score of 72 with strong areas noted in Social-emotional measures and a strong press toward academic achievement. Overall, most indicators were comparable to that of the city average. Our Quality Review for 2014-2015 indicated a “Well Developed” in this area. Our attendance rate is lower than that of the city average with 17% chronic absenteeism as compared to 23%. Suspensions are minimal.

In reviewing the Framework however we noted a score below that of the city average around a supportive environment which impacts learning. Student-teacher trust was 77% as compared to the citywide average of 82%. An end of year survey will be administered to further understand the reasons for this feeling and strategic planning to remediate will begin over the summer.

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 April 2016, students will increase their sense of student to teacher trust as reflected by the Framework for Great Schools Report. which will be reflected by a 2% increase.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development around Mindset beginning with a school-wide bookclub.</p>	<p>Teachers</p>	<p>6/15-6/16</p>	<p>Teachers; Administration; Guidance Counselor</p>
<p>Provide opportunities for students and teachers to engage in conversations around trust.</p>	<p>All advisors, Student Council</p>	<p>9/15-6/16</p>	<p>Advisors, COSA</p>
<p>Provide teacher workshops on how to effectively foster trust, including the use of Improv</p>	<p>Teachers; students</p>	<p>9/15-6/16</p>	<p>Parent Coordinator, Community Associate, administration; Girls Inc; teachers</p>
<p>Create opportunities to build sense of community through team building events (ie. Taconic Outdoor Challenges; Muffins with Mom; Me and My Guy Dance; Camping Trip; School Spirit Week; Random Act of Kindness; etc)</p>	<p>Students, families</p>	<p>9/15-6/16</p>	<p>Grade leaders, Parent coordinator, community associate, administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<ul style="list-style-type: none"> • Allocate funds for staff PD, workshops, etc • Advisory a minimum of twice a week with a 1:12 ratio • Substitutes for YWLN sponsored training for Lead Advisors • Time to meet with Girls Inc 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

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.

At the end of January a student survey will be administered to assess concerns. These will then be addressed in subsequent Advisory sessions. The same survey is taken in June so that growth can be demonstrated.

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.

The data used to formulate this goal was two-fold. The first data set we evaluated involved looking at the trends in this year’s evaluations. We noticed growth for all out teachers; all our teachers were either highly effective or effective. However, next year we are hiring 6 new teachers to our school this year. In order to continue teachers’ growth and support our new teachers, further professional development aligned to the Danielson Rubric is needed.

Additionally, we looked the results from our peer review and noted that we need to continue to expand on teacher assessment practices to increase the use of data, student self-assessment and frequent checks for understanding, to ensure all students are cognitively engaged at their zone of proximal development. This is aligned to working with teachers on Danielson 1a, 1e and 3d .

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, 100% of teachers will possess a common school-wide understanding of the competencies and the rubric from Charlotte Danielson’s Framework for Teaching to improve pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery to improve student achievement for all students regardless of subgroup identification. This will be evidenced through BOY, mid year and EOY meetings.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Partner with the Teacher Incentive Fund to fund teacher leaders that will help facilitate movement along the Danielson continuum. Teacher leaders then work in cycles with teachers.	All teachers	7/15-6/16	TIF teacher leaders
Provide individual consulting from TCICP for teachers in three week cycles to further development on personal professional goals that are aligned to the Danielson Framework	All teachers	7/15-6/16	TCICP Coach
Provide Kagan Cooperative Learning Professional Development to increase student engagement	All teachers	8/15-6/16	Kagan Trainer
Provide frequent informal observation cycles with specific, targeted feedback and follow-up by administration	All teachers	9/15-6/16	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ol style="list-style-type: none"> 1. Secure time for teachers to meet together as a department once a week; allocate funds for coverages 2. Allocate funds and time for monthly professional development 3. Schedule formal and informal observation cycles with coaches for norming 4. Create weekly schedule for TCICP to visit classrooms and meet independently with teachers throughout the school year; develop on-line platform for teachers to share lessons <p>Allocate time and financial resources for outside consultants to facilitate professional development</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

In January 2016 all teachers will have goal meetings with administration to assess progress of their professional goals. During this time data from all informals will be looked at and next steps will be determined collaboratively with administration. Through teachboost, summaries of each competency can be reviewed.

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

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

On the Quality Review indicator 4.1 stated that School leaders purposefully support teacher development through multiple classroom observations, feedback and ongoing analysis of student work that is based on the Danielson Framework for Teaching, to positively impact on student learning also scored a well developing. In addition on the learning environment survey 100% of staff stated that they trust the principal.

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

Part 2 – Annual Goal

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

By June 2016, administration will provide supports, professional development and feedback to staff that will result in an increase in the number of “Effective” and “Highly Effective” observation ratings in Danielson Domains 3b and 3c compared to the beginning of the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Allocate funding for individual consulting from TCICP for teachers in three week cycles to further development on personal professional goals that are aligned to the Danielson Framework	All teachers	7/15-6/16	Administration
Allocating funding for administrative coach from Leadership Academy	Co-Directors	10/15-6/16	Administration, coach
Administration will work with talent coach to norm observations and schedule cycles of observation with targeted feedback	Co-Directors	9/15-10/16	Co-Directors

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.										
Scheduled time for administration to work with coaches on monthly basis										
Funding to pay for Leadership Academy Coach										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
During mid year goal meetings teachers will be asked to give administration feedback on areas of success and growth. In addition, teachers will take an anonymous survey of school leadership.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

We have noted that parent turn-out has varied with high percentages (~70%) of parents coming for Parent Teacher Conferences and Welcome Back to School Night with a lower percentage attending PA meetings (~20%). According to the Framework for Great Schools for 2015, 96% of our families are satisfied with the teacher outreach which noted as strong area for our school. Our parent involvement is 72% which is slightly above that of the city average. Parent-teacher trust was 95% and Parent-Co-Director trust was 96%; these were noted as areas of strengths.

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 we will increase parent involvement to positively impact on student success by seeing a 5% increase at all PA events by hosting multiple types of events throughout the course of the school year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Use parent meetings/contact as a vehicle to improve and maintain student attendance</p>	<p>Parents/ Guardians</p>	<p>8/15-6/16</p>	<p>Parent Coordinator, Community Associate, Administration</p>

Generate and document phone calls (including school messenger) to parents to update them on their daughters' progress	Parents/ Guardians	8/15-9/16	Parent Coordinator, Community Associate, Administration
Send monthly calendar and update to families (in English and Spanish) via back pack and posted on the school website	Parents/ Guardians	8/15-9/16	Administration
Solicit parent involvement through meaningful and relevant topics for workshops as well as to attend school functions such as academic celebrations and viewing components of instructional program	Parents/ Guardians	8/15-9/16	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
1. Provide parent workshops to familiarize families with CCLS and the changes in the Literacy curriculum as well as parent workshops (ie. Curriculum Night; Family Math Night; Workshop on How to Help My Daughter)											
2. Provide parents/guardians with on-line ELA resources											
3. Bridge the gap between home and school by providing access to an on-line grading program (Skedula) so parents can monitor progress, student homework and behavior											
4. Share information about school and parent related programs, meetings and other activities in a format, and in languages, that parents can understand											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In February the School Leadership Team will meet collaboratively to review parent engagement and attendance at parent events. At this point next steps will be determined based on attendance data, parent feedback and parent surveys to determine workshops and events for the remainder of the school year. This will be done by analyzing sign in sheets and parent survey needs.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Noted significant delays based on: <ul style="list-style-type: none"> • NYS Data • MOSL Data • Baseline data • Teacher recommendation/observation • Classroom data • Lexile-Level Student/family request	<ul style="list-style-type: none"> • Expeditionary Learning • Readworks • iReady for Literacy • Achieve 3000 • I-Learn Decoding Program	<ul style="list-style-type: none"> • Small group push-in • Lower student-teacher ratio in writing classes • Peer tutoring Homework Help	<ul style="list-style-type: none"> • During the school day • Before and after school tutoring and/or Teacher Office Hours Saturday Academy
Mathematics	Noted significant delays based on: <ul style="list-style-type: none"> • NYS Data • MOSL Data • Baseline data • Teacher recommendation/observation • Classroom data • Lexile-Level Student/family request	<ul style="list-style-type: none"> • CMP3 • iReady for Math • Engage NY I-Learn	<ul style="list-style-type: none"> • Small group push-in • Lower student-teacher ratio in writing classes • Peer tutoring Homework Help	<ul style="list-style-type: none"> • During the school day • Before and after school tutoring and/or Teacher Office Hours Saturday Academy

Science	<p>Noted significant delays based on:</p> <ul style="list-style-type: none"> • NYS Data • MOSL Data • Baseline data • Teacher recommendation/ observation • Classroom data • Lexile-Level <p>Student/family request</p>	<ul style="list-style-type: none"> • Readworks • CLOSE Reading w/ annotating text <p>CCLS aligned writing rubrics</p>	<ul style="list-style-type: none"> • Small group push-in • Lower student-teacher ratio in writing classes • Peer tutoring <p>Homework Help</p>	<ul style="list-style-type: none"> • During the school day • Before and after school tutoring and/or Teacher Office Hours <p>Saturday Academy</p>
Social Studies	<p>Noted significant delays based on:</p> <ul style="list-style-type: none"> • NYS Data • MOSL Data • Baseline data • Teacher recommendation/ observation • Classroom data • Lexile-Level <p>Student/family request</p>	<ul style="list-style-type: none"> • Readworks • CLOSE Reading w/ annotating text <p>CCLS aligned writing rubrics</p>	<ul style="list-style-type: none"> • Small group push-in • Lower student-teacher ratio in writing classes • Peer tutoring <p>Homework Help</p>	<ul style="list-style-type: none"> • During the school day • Before and after school tutoring and/or Teacher Office Hours <p>Saturday Academy</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Behavior impeding on academic success • Teacher recommendation <p>Student/family request</p>	<ul style="list-style-type: none"> • 1: 1 Counseling • Small group counseling <p>At risk counseling</p>	<p>Small group and individual counseling as needed, or as mandated on the IEP</p>	<p>. During the school day</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the 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).
--

1. Weekly grade & department meetings
2. Weekly Common Planning Time for co-teachers
3. Monthly Professional Development focusing on the Danielson Framework of Teaching
4. 3 Day Kagan Workshop on how to effectively teach using cooperative learning to increase student engagement and individual accountability
5. New Visions Math and Literacy Liaison Monthly Professional Development
6. New Visions Google Professional Development
7. Globaloria and Mouse Squad Professional Development
8. Seeds to Trees and Cristodora Professional Development
9. Special Education Teachers attend TCICP Inquiry Groups
10. Peer Instructional Coach and Demonstration Teachers through Teacher Incentive Fund (TIF)
11. Power My Learning (PML) consultant once a week to focus on blended learning

Part 3: TA Schools Only

3a. Use of Program Resources

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

--

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

--

Part 4: SWP Schools Only

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

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

N/A

--

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers have multiple ways to provide input into school wide assessments. These discussions start in department meetings where baseline, mid year and end of year assessments are created and reviewed. At the beginning of the school year members from each department volunteer to serve on the MOSL committee in order to make decisions for local measures.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	250,631.00	X	Saturday School, After School programs, Consultants
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,175,037.00		

¹Explanation/Background:

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

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

conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

Compact (SPC) is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Young Women's Leadership School of the Bronx (TYWLS Bronx)**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **TYWLS Bronx** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- **Provide families with multiple events to attend (ie: Family Literacy Night, Family Math Night, Science Fair, Muffins with Mom, Donuts with Dad, Relay for Life, etc.)**

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 and Title I Parent Committee;
- supporting or hosting Family Day events (minimum of one per month)
- parent coordinator hosts parent/guardian breakfasts once a week on Fridays
 1. Classes for parents to learn English and learn how to use a computer done in partnership with NY Cares
- 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 with 6 progress reports and six report cards a year
- 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

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the [English Language Learner Policy & Reference Guide](#).

A. School Information

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

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 Devon Eisenberg & Lee Laureano	Assistant Principal Co-Directors
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Julissa DiLone	School Counselor Vanessa Paula
Teacher/Subject Area Andrea Alvarado/Foreign Language Teacher	Parent Charisse Lewis
Teacher/Subject Area type here	Parent Coordinator Sohanny Fermin
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

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

Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0
---	---	---	---	--	---

D. Student Demographics

Total number of students in school (excluding pre-K)		Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
--	--	----------------------	----	---	-------

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	
	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input checked="" type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>	12

A. ELL Programs

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	5
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	8	Long-Term (ELLs receiving service 7 or more years)	4

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

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

TBE																				00	
DL																					00
ENL	5	1	2	8	0	2	4	0	1												17
Total			00		00	00		00		00			00		00						
Number of ELLs who have an alternate placement paraprofessional: <u> 1 </u>																					

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
							0	0	0	0				00
														00
														00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00

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																
																			00	00
																			00	00
																			00	00
TOTAL	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

* 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
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

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							4	3	4	3				00
Chinese														00
Russian														00
Bengali														00
Urdu														00
Arabic														00
Haitian														00
French									1					00
Korean														00
Punjabi														00
Polish														00
Albanian														00
Other							2							00
TOTAL	00	00	00	00	00	00	6	3	5	3	00	00	00	17

Assessment Breakdown

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

OVERALL NYSES LAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														00
Emerging (Low Intermediate)							1							1
Transitioning (High Intermediate)							1			1				2
Expanding (Advanced)							4	3	5	2				12
Commanding (Proficient)														00
Total	00	00	00	00	00	00	6	3	5	3	00	00	00	17

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

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							6	1	2	4				13

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							00
4							00
5							00
6				1	1		2
7				3	1		4
8				1	2	1	4
NYSAA							00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00

6			1		1				2
7			3		1				4
8			1		2		1		4
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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	3		0	
Physics				
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:

1. 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.
Grade level reading comprehension skills of all our students are assessed using a computerized lexile level set test (Ed Performance). The test is administered at the beginning, middle and end of school year. The data obtained from this reading level assessment is used to determine the scaffolds each student will require in order to be successful in their content area classes. Such scaffolds include but are not limited to leveled texts, custom graphic organizers, tiered questioning, small group instruction and grammar intervention. Additionally, the data from these assessments is used to determine student groupings within each content area, in an effort to foster a collaborative learning environment.
2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The patterns from the NYSESLAT and ELA state exams revealed that 62% of our English language learners increased by one performance level or tested out of NYSESLAT.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
The patterns across the NYSESLAT modalities help us determine the areas in which ELLs require the most scaffolds and provide insight into their overall performance in their content area classes. This information is also shared with staff members, through an ELLs population memo that is created, periodically updated, and sent by the ELLs Coordinator of the school. The ELLs coordinator also includes a language proficiency guide as well as suggestions for instructional supports that will help content area teachers to best serve this special population. Finally, the ELLs coordinator periodically shares ELLs instructional tools and supports with the content area staff, via a googledocs folder, labeled ELLs Instructional Resources.

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

In addition to this information, we also noticed that most of our ELL population had very similar scores in their Math and ELA state exams. We interpret this to be the result of our efforts to increase cross-content alignment, as we collaborate and share strategies during full-staff Monday and Friday PD meetings.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - A. Currently our population is only proficient in listening and speaking in their native language, while possessing little or no literacy in that language. Therefore, students do not benefit from taking assessments in their native language.
 - B. Due to students non existence proficiency in there native language there are no results for comparison in this case.
 - C. Many of our English language learners are being raised in homes were they are the only English speakers and parents have limited proficiency in their native language, in terms of reading and writing. Hence, their low literacy in the native tongue.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]
Tier 1: 6 % of our students have advanced into the core of instruction. This student is partnered with a high performing general en peer during major assessment and participates in reading enrichment programs such as international book club and is exposed to material above her grade level to continue her development towards testing out.
Tier 2: "Double Dose" 59% of our students are in the double dose of instruction in addition to the intervention and remediation highlighted below, these students received small group instruction and are prioritized for conferencing during mayor tasks.

Tier 3: 35% of our students are under intense intervention, these students received small group instruction of a ration 1 to 3 in addition to adaptations made to the curriculum based on their current level of reading.

In addition to what is outlines above this is the intervention we use at TYWLS Bronx. RTI is an integral part of our instructional model at TYWLS Bronx. As a result, all students' language progressive skills are measured as a component of their writing class. These assessments are administered via writing baselines given at the beginning of the year and recorded on language progressive checklists that detail all the language development skills students should master by the end of each year (K-8). Through the use of this assessment tool, the ELLs Coordinator/Writing and SpEd Coordinator/Writing teachers determine supplemental language development support for ELLs and ELL-SWDs. The forms of intervention available include the Heinle Phonics Intervention skills kit for students struggling with basic phonemic awareness and decoding skills, Vocabulary development mini-lessons provided in both Literacy and Writing, differentiated grammar development worksheet packets, Saturday remedial literacy class, and multi-modality literacy development support through the iLearn program and Achieve 3000.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Incoming/newcomer ELLs whose native language is identified as Spanish, are administered the Spanish language **WRAP exam**. This exam measures all 4 modalities of language proficiency. The results of these exams determine the use of native language supports, such as content area glossaries and translated materials provided. For ELLs whose native language is one other than Spanish, we will provide them with native language support in the form of content area glossaries.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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).

Progress of ELL population is measured through formative and summative assessments, every marking period. The ELLs coordinator tracks their progress in the content area classes reteaches in a small group and reassesses. The results of these evaluations is discussed during bi-monthly girl-talk discussions that take place as part of the grade team meetings. In this setting, the ELLs coordinator communicates the results of the evaluations to other content area teachers and makes suggestions that are geared towards improving or increasing academic success of the ELL population.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The certified TESOL Instructor and ENL coordinator, Ms. Andrea Alvarado assists parents/guardians with the completion of the Home Language Survey as well as the administering of the NYSITELL. Our initial identification process includes the Home Language Surveys for students who are new to the New York City School System while for returning ELL's we use the ATS results of the NYSESLAT to determine their continued eligibility. We identify new students at the time of registration when the Home Language Survey is completed by parents and we find that it indicates a home language other than English. As soon as the new English Language Learners are identified by the ENL coordinator, an informal interview of the parents is conducted. Then the same coordinator administers the NYSITELL on the identified student in English and Spanish, as needed, and then hand scores it to ensure proper placement within 10 days of their enrollment. Newcomer students whose first language is Spanish are also tested using the Spanish language Writing and Reading Assessment Protocol (W.R.A.P.).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

1. Admin LENS and/or Spanish language wrap
2. interview student and parents to get an idea of education background (private/public and schedule)
3. Administer ed performance (reading exam) use results of all 3 to determine what modification is needed and lastly inform all content teachers

Our certified TESOL Instructor and ENL coordinator, Ms. Andrea Alvarado administers the LENS and/or if applicable the Spanish WRAP exam to determine language proficiency. Once we determine their proficiency, students are added to the remediation and

Saturday academy programs. Parents are then notified of student's eligibility for remediation and are invited to meet with the ENL coordinator during parent engagement times.

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).

Our certified TESOL Instructor and ENL coordinator, Ms. Andrea Alvarado requests a meeting with the Language Proficiency Team. As a team, we evaluate the student's test scores, IEP, recent samples of student work from Math and ELA, as well as any anecdotal logs recorded on Skedula. Each team member contributes additional information they may be privy to, such as anecdotes from the parent, advisory conversations, or informal meetings with the students/parent(s). Once this information is reviewed and team determines suggestions that will foster student progress, a meeting is called with the student, her parents/guardians, and administration to discuss and reach a conclusion. Timeline to accept or reject Language Proficiency Team recommendations is within 20 days. ELLs will be placed in their program within 5 days of identification.

Language Proficiency Team:

ENL Coordinator/ Spanish certified (Mrs. Alvarado)

Guidance Counselor/ Dual certified (Ms. Paula)

Special Education teacher (Mrs. Rosen)

ENL/ Literacy certified instructor/ interpreter (Ms. DiLone)

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Based on the program selection form and the NYSITELL results, students are placed in the appropriate level of proficiency and program. Following this, our certified TESOL instructor and ENL coordinator, Mrs. Andrea Alvarado, sends an official letter of entitlement, continued entitlement, or non-entitlement, based on the NYSITELL and NYSESLAT scores, to the parents of each student. These letters are sent home with the students, who initial an ELL form-tracking sheet for record keeping purposes. A follow-up phone call is then made to ensure parents have received the letter, within 48 hours. The eligibility of ELL program participation for new students and returning students is finalized through this distribution of entitlement and continuation letters. All letters and information are given in the identified native language to ensure complete understanding of program. A copy of all letters issued are also filed in each student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms. The coordinator, Andrea Alvarado, files the master English language learner data as well as individual student portfolios in the school's main office in a locked file cabinet. Additionally, various activities such as parent meetings, parent workshops, phone contacts and informational mailings are planned for the school year to ensure that all documentation activities have been completed and to expand Parent's knowledge of the prescribed ELL program. These events are documented by keeping copies of letters sent home to parents as well as completed forms.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

See Question #6:

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Upon determination of ELLs eligibility, parents are invited to a parent orientation facilitated by our certified TESOL Instructor and ENL Coordinator, Mrs. Andrea Alvarado and a translator is secured, as needed. During the orientation parents sign an attendance sheet and are given a power point presentation in which they are informed about the laws governing ELLs in New York and their rights as parents and the right to appeal ELL status within 45 days. The presentation concludes with the Office of English Language Learners' ELL/ESL orientation DVD, which describes the three programs that the NYCDOE offers (Transitional Bilingual Education, Dual Language, and Free Standing ESL). After a Q&A session, the parents are given the opportunity to review and complete the program selection form in which they select one of the three programs offered (Transitional Bilingual Education, Dual Language and Freestanding English As A Second Language). The parents have the option to take the form home for completion and later return with the student. If the parent selection form is not returned, the default program for ELLs is Transitional bilingual. Original copies of all completed parent choice surveys are filed in each ELLs portfolio, by the ENL coordinator.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Based on the program selection form and the NYSITELL results, students are placed in the appropriate level of proficiency and program within 5 days of enrollment. Following this, our certified TESOL instructor and ENL coordinator, Ms. Andrea Alvarado, sends an official letter of entitlement, continued entitlement, or non-entitlement, based on the NYSITELL and NYSESLAT scores, to the parents

of each student. These letters are sent home with the students, who initial an ELL form-tracking sheet for record keeping purposes. The ENL coordinator also does a follow-up phone call to ensure parents have received the letter, within 48 hours. The eligibility of ELL program participation for new students and returning students is finalized through this distribution of entitlement and continuation letters. All letters and information are given in the identified native language to ensure complete understanding of program. A copy of all letters issued are also filed in each student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms by the ENL coordinator. The master English language learner data as well as individual student portfolios are stored in the school's main office in a locked file cabinet. Additionally, various activities such as parent meetings, parent workshops, phone contacts and informational mailings are planned for the school year to ensure that all documentation activities have been completed and to expand Parent's knowledge of the prescribed ELL program. These events are documented by keeping copies of letters sent home to parents as well as completed forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL coordinator calls home to ensure parents have been informed and after it is documented and placed in their portfolio that is secured in the main office
9. Describe how your school ensures that placement parent notification letters are distributed. These letters are sent home with the students, who initial an ELL form-tracking sheet for record keeping purposes. The ENL coordinator also does a follow-up phone call to ensure parents have received the letter, within 48 hours. Originals and copies of documents are filed securely in the mail office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). A copy of all letters issued are filed in each student's ELL portfolio along with completed items such as Parent Surveys and Program Selection forms by the ENL coordinator. The master English language learner data as well as individual student portfolios are stored in the school's main office in a locked file cabinet. Additionally, various activities such as parent meetings, parent workshops, phone contacts and informational mailings are planned for the school year to ensure that all documentation activities have been completed and to expand Parent's knowledge of the prescribed ELL program. These events are documented by keeping copies of letters sent home to parents as well as completed forms.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. The ENL coordinator and ENL certified teachers first make a list of the ELL students. After, they make sure that students are not being pulled out during math and literacy classes due to state exams. Once students have been tested, the ENL coordinator informs the staff about scoring regulations and creates a chart assigning each teacher to a student. Statewide scoring rules require that the Speaking session must be scored by a teacher who is not the student's teacher of English as a Second Language or English Language Arts. We assigned a different teacher other than the student's teacher to administer and simultaneously score the Speaking session. For Listening, Reading, and Writing in grades 1–12, each session contains one constructed-response task. No one teacher is to score more than one constructed-response task. No teacher who is a student's English as a Second Language or English Language Arts teacher may score any of the constructed-response questions in that student's test booklets. The principal is responsible for making the final determination as to whether or not a teacher may score specific students' responses based on this scoring policy.

In addition to the above-mentioned procedures, the following tools are used to gather information concerning our ELL population:

- a. RLAT - with indicator (Y) This report will have list of all student NYSESLAT history
 - b. RNMR - NYSESLAT score breakdown
 - c. RLAB - LAB-R/NYSITELL results
 - d. RELC- List of current ELLS, SIFE, LAB-R, Spanish LAB, NYSESLAT and years of service
 - e. RCHK - List of all students who are ELL and SETs (does not include ICT)
 - f. RADP - Admissions and discharge report - all new students (used to search for students new to DOE).
 - g. RELR - List of students eligible to take the LAB-R or NYSESLAT
 - h. RBPS - BESIS participation report (anyone who was in a bilingual program)
 - i. RHLA - Home Language Aggregated report
 - j. RSFE - SIFE report
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Our certified TESOL instructor and ENL coordinator, Ms. Andrea Alvarado, sends an official letter of entitlement, continued entitlement, or non-entitlement, based on the NYSESLAT scores, to the parents of each student. These letters are sent home with the students, who

initial an ELL form-tracking sheet for record keeping purposes. A follow-up phone call is then made to ensure parents have received the letter, within 48 hours. A copy of all letters issued are also filed in each student's ELL portfolio. The master English language learner data as well as individual student portfolios are stored in the school's main office in a locked file cabinet. Our ENL coordinator also schedules parent phone calls and during parent engagement requests conferences with content area teachers so progress can always be communicated and monitored. Once done, the documents are filed in the portfolio by the ENL coordinator that are secured in the main office.

13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

According to the Aspira Consent Decree that was signed on August 29, 1974 we insure that all our students with limited English proficiency have the option of choosing to receive bilingual education based on the following criteria. The Criteria is when a parent selects a transitional bilingual or dual language program, which are currently not available at our school, will be provided a list of schools in the district that offer said programs. If the parent chooses to keep their student at TYWLS Bronx they will be informed that TYWLS Bronx has a Freestanding ENL program. The school then maintains a list of all parents who request TBE programs. When the TBE list identifies 15 students of the same native language in two consecutive grades in the middle school or twenty students in any single grade in high school, we will create a Transitional Bilingual class to accommodate the identified need.

The parent choice tally is updated yearly during the intake process and is kept in a shared file in our google drive portal as well as in the master ELLs binder that is securely stored in the main office.

A. Programming and Scheduling Information

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

- a. Freestanding ENL program.

TYWLS Bronx is proud of its ability to maintain and develop excellent academic performance for its students. In an effort to support our English Language Learners, we adhere to the state mandates based on language proficiency as identified on the NYSESLAT. Our rigorous Freestanding ENL program is primarily a co-teaching (Certified ENL teacher), parallel instruction for struggling learners in the content area of ELA/Writing. Additionally, all content area teachers use the Universal Design for Learning approach in planning and instruction. This enables students of all learning styles and English language proficiencies to learn in an environment in which they are provided with multiple means of representation, engagement, and academic expression. The UDL model is one that works well for ELLs, in particular, because it takes into account the ENL and SIOP instructional strategies. Such as, building prior knowledge through anticipatory texts, visual representation of materials, verbal cues, repetition, posting of instructions, and collaborative learning. Our instructional plan also calls for collaborative planning and curriculum-aligned support. The Literacy, Writing, and Social Studies teachers meet weekly to collaborate on lessons and discuss additional supports, as do our Science and Math instructors. Additionally, all content area teachers meet four-five times a month to discuss curriculum goals, performance tasks, and progress of ELLs in the various classroom settings. All ELLs receive the appropriate units of study in ENL for their level of English proficiency, as per CR Part 154.

Entering and Emerging ELLs at the Middle School level receive a minimum of 360 minutes of co-teaching(ENL certified) per week, while Transitioning and Expanding and Commanding ELLs receive 180 hours per week from a co-teacher whom is ENL

certified. These services are provided during their Literacy and Math periods. Additional supports are provided through the supplemental remediation programs (such as HW help and book club), which meets for a minimum of 120 minutes per week.

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)?

Entering and Emerging ELLs at the Middle School level receive a minimum of 360 minutes of co-teaching per week, while Transitioning and expanding ELLs receive 180 hours co-teaching hours per week. These services are provided during their Literacy, Math, and Science periods. Additional supports are provided through the supplemental remediation programs (such as HW help and book club), which meets for a minimum of 120 minutes per week.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards. Our ENL plan employs a collaborative co-teaching (ENL certified teacher) model in Literacy and science instruction. In literacy, an ENL teacher leads the stand alone teaching 5 periods a week and co-teaches 4 periods a week in literacy and science, to insure that students are receiving support through the English language learner lens, while pushing them to achieve more in other content areas. The individualized and small group instruction models includes a variety of hands on strategies to include flexible grouping, cooperative learning and scaffolding techniques in reading, writing, and math literacy development. The parallel teaching program more finely targets the needs of our entering and emerging students . It addresses the four modalities based on basic interpersonal conversational skills as well as a strong emphasis on cognitive academic language proficiency. The balanced literacy approach to reading and writing allows for a strong emphasis on vocabulary development through the use of accountable talk, active listening, shared reading and the supplemental writing classes that meet three times a week. These approaches include process writing, vocabulary development, cooperative learning, grammar language structures, contextualization and use of technology. More specifically stated, it includes a wide scale use of vocabulary development builders, close exercises, comprehension checks, reading reinforcement activities, discussion starters, role play, listening skills exercises, key grammatical structures, quizzes and tests appropriate to students' grades and level of proficiency. These strategies cross all curriculum areas and provide ongoing assessments based on the English as a Second Language standards in literacy and social studies. Differentiated instruction is pursued through a well balanced literacy model. The Depth of Knowledge (DOK) elements are used on a daily basis during instruction. Students are placed in various groupings that include small group, individual, partner and whole group instruction, all heterogeneous. There is also constant efforts to attend to the individual needs of each student that is supported by a variety of instructional strategies. Students are encouraged to identify individual and group learning goals. Accomplishments are readily supported through verbal and written feedbacks. In addition, all ELL students are provided instruction in all four modalities; listening, speaking, reading and writing with the goal of increasing their ability to pass the NYSESLAT. Long term ELLs are supported in the same way but the grammatical language structures and vocabulary are more advanced. With such a diversify learning approaches ELLs are able to discover language through experiments and process writing approaches. The school provides 3 hrs in house of professional development to inform and educate the rest of the staff on how to service their ELLs. Every subject teacher incorporates ENL standards to make sure their ELLs are meeting individual goals. The ELLs coordinator informs all content teachers of the availability and location of the Spanish/English dictionaries for use during instruction as needed.

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

Currently, participating students come from Spanish speaking families. In order to appropriately evaluate them in their native language, the ENL coordinator conducts a formal Spanish language Writing and Reading Assessment Protocol (W.R.A.P.) on all newcomer students. Additionally, an informal interview is conducted in the child's native language to assess speaking and listening proficiency. Furthermore, during the parent choice orientation the ELLs coordinator informally inquires about the students use of the native language at home.

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

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

Institute for Math and Literacy, and after school homework help, these supports all aim at providing our SIFE, newcomer ELL, and ELL-SWD population with the extra support they will need in preparation for the NYSESLAT and support their exit from the program.

In order to provide the best possible support to the ELLs that receive Special Education Services (ELL-SWDs), we increase the application of visual support to enable a better understanding of the writing process. Additionally, we increase their comprehensible input and meaning experiences through scaffolded reading strategies with increased application of kinesthetic strategies that support vocabulary development, syllabification, phonics and spelling. IEPs of individual student are reviewed to make sure that all recommended instructional strategies are properly implemented in class.

At TYWLS Bronx, we also pay special attention to the needs of those students who pass the NYSESLAT. Differentiated instruction is provided according to age and grade level for the two years extension, as well as for special accommodations during testing. Our Freestanding ENL program provides instruction in English, emphasizing English-language acquisition, using the Universal Design for Learning (UDL) approach in all content areas. Furthermore, the transitional support for ELLs reaching commanding on the NYSESLAT includes continued ESL support through strategic push-in instruction, using the co-teaching model. The emphasis on a balanced literacy approach to teaching includes a spotlight on comprehension as key, while phonics, vocabulary and spelling instruction is embedded in our work. Our book club and supplemental writing classes provide us with additional time with our ELL population.

Ongoing diagnostic assessment and data analysis allows us to target our instruction to meet the needs of our students. All necessary accommodations and modifications will be implemented to ensure appropriate assessment and academic intervention of students, whether they are entering the ENL system for the first time or are considered a long-term ELL. Such diagnostic include:

Speaking and listening: students are assessed based on the grade appropriate common core aligned learning standards for these modalities. Activities include but are not limited to oral presentations, pair discussions and full class discussions

Reading: Students lexile level are assessed for grade level mastery using Ed performance and online assessment tools.

Writing: Students are assessment via the use of a variety of performance task that are aligned to the grade appropriate common core learning standards for writing. Such tasks include research based argumentative essays, compare and contrast essays, expository essays, figurative language /poetry assessments and narrative pieces.

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

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

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

c. Developing In order to provide the best possible support to the ELLs that receive Special Education Services (ELL-SWDs), we increase the application of visual support to enable a better understanding of the writing process. Additionally, we increase their comprehensible input and meaning experiences through scaffolded reading strategies with increased application of kinesthetic strategies that support vocabulary development, syllabification, phonics and spelling. IEPs of individual student are reviewed to make sure that all recommended instructional strategies are properly implemented in class.

d. Long Term Our former ELLs receive differentiated instruction provided according to age and grade level for the two years extension, as well as for special accommodations during testing. Our Freestanding ENL program provides instruction in English, emphasizing English-language acquisition, using the Universal Design for Learning (UDL) approach in all content areas. Ongoing diagnostic assessment and data analysis allows us to target our instruction to meet the needs of our students. All necessary accommodations and modifications will be implemented to ensure appropriate assessment and academic intervention of students, whether they are entering the ENL system for the first time or are considered a long-term ELL.

e. Former ELLs up to two years after exiting ELL status : Our former ELLs receive differentiated instruction provided according to age and grade level for the two years extension, as well as for special accommodations during testing. Our Freestanding ENL program provides instruction in English, emphasizing English-language acquisition, using the Universal Design for Learning (UDL) approach in all content areas. Ongoing diagnostic assessment and data analysis allows us to target our instruction to meet the

needs of our students. All necessary accommodations and modifications will be implemented to ensure appropriate assessment and academic intervention of students, whether they are entering the ENL system for the first time or are considered a long-term ELL. Please see questions above #5

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

Students who are re-identified as non-ells, but classified as SWDs will be moved into an ICT classroom in which they will receive instruction using the co-teaching method in math, literacy, and science . Students who are already SWDs but re-identified as NON-ELLS, will remain in the ICT or SETS classroom and will receive academic support through the co-teaching model and the certified SPED teacher.

During the 6-12 months that follow the re-identification process, the progress of both categories of students is discussed during the monthly special population meetings that are attended by the certified SPED and ENL teachers. In addition, the certified SPED teacher will track student progress using formative and summative assessments that include but are not limited to checks for understanding, small group instruction, periodic performance tasks, end of unit test, quizzes and conferencing. If a lack in progress is identified, the SPED teacher will address through differentiation and intervention methods, as related to the content area (small group instruction, re-teach, parallel teaching).

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

All school services correspond to ELLs age and grade levels. The ENL teachers meet and co-plan with the Literacy, Math, and Science content area teachers to analyze data and ensure lessons are accessible to the students needs. For example, in Literacy and Social Studies, the ENL provider creates tiered graphic organizers, differentiates informational texts, based on reading level, and front loads vocabulary using Quizlet, an online vocabulary study resource, and power point slides that students can access during independent reading of the class text. In addition, the ENL teacher procures audio copies of class texts to facilitate reading comprehension. In Math, the ENL teacher supports the content area teacher in developing strategies to enable students to better understand word problems. Such strategies include breaking up the questions, defining mortar words, providing native language glossaries for brick words, and marking up word problems for better understanding. In Science, the ENL teacher provides students with native language content area glossaries, sentence starters for scientific observations, development of hypothesis, and graphic organizers to aide them during lab reports. In addition the ENL provider uses experiential learning to deepen the level of understanding and internalization of new terms.

Furthermore, grade-team meetings provide a platform for large-scale discussions surrounding the holistic progress of ELLs. In fact, English language learners are prioritized during the compilation of student lists for girl talk. During these meetings, the ENL teachers address the needs of ELLs by providing content area teachers with additional resources and supports. Furthermore, we also diversify lessons through book clubs, writing tutorials, the use of pictures, Smart Boards, computer programs, and teacher created materials in order to make the teaching of reading and writing more accessible and enjoyable to the student.

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

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

11:43 AM 5/1/2015

154 powerpoint.pdf - Adobe Reader

File Edit View Window Help

Open 20 / 27 75% Tools Fill & Sign Comment

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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.

NYSED.gov

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

11:47 AM 5/1/2015

154 powerpoint.pdf - Adobe Reader

File Edit View Window Help

Open 21 / 27 75% Tools Fill & Sign Comment

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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

NYSED.gov

*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
Dual Language					
100%					
75%					
50%					
25%					
Freestanding ENL					
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

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. For Native language students we provide equal access to all school activities, communications are provided in Native language. We provide native language content area glossaries and implement the collaborative co-teaching model throughout the content areas. More importantly, in Reading and Writing, in addition to aligning curriculum to grade-level appropriate common core learning standards, we follow the Lucy Calkins TC Readers and Writers Workshop Model, and use the Read Works balanced literacy program in our book clubs. Additionally, the use of thinking maps throughout the content areas provides students with a streamlined approach to brainstorming that allows them to develop their ideas prior to writing first drafts, revising, and editing final products. We also provide scaffolds as students begin to read on their own, which feature culturally relevant text and close reading strategies, such as re-reading and predicting, vocabulary analysis, questioning and paraphrasing. These assessments help to identify mastery of skills. Finally, as part of our Tier 3 Response to Intervention Strategies, all students are assessed based on the Common Core Learning Standards, language progressive skills by grade, beginning with elementary school language standards. This is done in an effort to ensure that students receive the necessary intervention to allow them to perform at or above grade level and also the springboard the advancement of more proficient ELLs.

In addition to the scaffolds and supplements noted above, our school used the Japanese Lesson Study protocol to help promote data driven instruction that seeks to serve as the assessment, remediation, and intervention tool. Through the lesson study teachers use the inquiry model to collaboratively develop lessons that target the needs of all students, while paying close attention to the needs of English language learners and students with disabilities. During the inquiry, ENL, Sped, and Content teachers collaborate on a lesson, ensuring that all necessary scaffolds are put into place. Teachers later observe students during the execution of the lesson and assess whether students were able to meet the learning objectives of the lesson. After lesson is lessons are taught and student work is collected, teachers meet in mixed grade team groups, during Monday PD meetings, to discuss the results of the lesson and collaboratively plan interventions geared at pushing them towards mastery of grade level standards.

Finally, for ELLs performing far below grade-level mastery, teachers develop small group intervention lessons geared at re-teaching skills and addressing misconceptions. Adapted lessons are also created, as needed, to ensure that SWDs have mastered prerequisite skills before moving on to grade-level lessons.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current program has proven to be effective with a recorded 23% (3 out of 13) success rate in terms of students passing NYSESLAT in the 2014-2015 academic school year and increases in reading levels by the end of the year that varied from 1 to 2 reading levels, with the exception of five students who did not show movement. Additionally, our beginner student increased proficiency level to expanding.

According to the AMAO tool, we have meet AMAO 2. With this data we were able to see that 17% of our ELLs tested out of the NYSESLAT exam and 61% demonstrated lexile growth.

In the 2015-2016 academic year our goal is to continue this growth and insert additional supports for our mixed ELL population that will increase success in all content areas.

12. What new programs or improvements will be considered for the upcoming school year?

One new program that has been instated for the upcoming school year is the iLearn literacy development program, which has a reputation for success with English language learners. Another new program that has been added is that of the Writing Intensive model in which ELLs meet with the ENL teacher 3 times a week to receive small group instruction in the form of a supplemental writing class. In terms of improvements, the ELLs teachers are working more closely with content area teachers to create an online ELL support resource tool that will enable content area teachers to quickly access and implement ELL instructional strategies in their lesson plans.

13. What programs/services for ELLs will be discontinued and why?

No programs have been discontinued.

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through informal meetings between student and ENL instructor conducted throughout the school day. Use of the ENL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students. Two such programs are the Saturday Remedial Math and Literacy program and the daily after school homework help program.

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.

As a school that is focused on fostering the development of Science, Technology, Engineering and Math (STEM), our ELL population is afforded the opportunity to use various online tools to foster their growth and development, in all content areas.

Such examples include the use of the following:

- NewsELA, Tween Tribune, and Readworks - Provides leveled texts, tiered questioning, and front-loaded vocabulary.
- Power My Learning for math and ELA - Provides students with differentiated learning opportunities through the use of videos, games, and melodies, and tutorials
- Quizlet - Provides multiple vocabulary learning opportunities with games that foster the internalization of vocabulary word meanings. Quizlet employs the use of images, written text, audio, and varied game structures that push students towards memorization and understanding.

Together these online tools provide students with multiple opportunities to interact with each other as they practice the use of the written language. Additionally, on-line collaboration between teachers and students is also enabled through the use of Google Drive. Finally, all classrooms are equipped with smart boards, chart paper for posting of additional instructions/examples, laptops, desktops, and printers.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Currently, the model is free standing ENL. In this model, the certified ENL teacher provides native language support through the use of the bilingual content glossaries, thesaurus, and pocket size dictionaries, available throughout the classroom and in the ENL coordinator library. Also, students receive translated letter sent to their home if teacher needs to explain news, upcoming events or to reach out. In the event that a DL or TBE program is added, students will be provided with native language support through a combination of bilingual education in math and literacy and supplemental bilingual content area glossaries.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All school services correspond to ELLs age and grade levels. In addition, ELLs are provided with social, emotional supports by school counselors and other support staff. The effort to increase the students' social and emotional development is provided through

informal meetings between student and ENL instructors conducted throughout the school day. Use of the UDL and ENL Common Core standards supports our instructional planning to create optimal conditions for second language acquisition. Specific plans for extension of service for students have also been developed to address specific needs identified among ELL students. Any updates on students' portfolio or services are sent home with students to parents. These letters are always translated so parents can also understand and ask questions if further explanation is needed.

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).

All new 6 grade students participate in a mandatory, 5-day, summer bridge program during the month of August. During this program, students are introduced to the school's culture and values, and are provided with an opportunity to build new relationships with teachers and students in a relaxed environment. Students who enroll after the month of August, are provided with make-up sessions and additional support to help them assimilate into the culture of the school, without undermining their own cultural background and values. Julissa Dilone, ENL certified teacher, plans with a team to make sure ELLs services and resources are acquired.

19. What language electives are offered to ELLs?

We offer Spanish

20. For schools with dual language programs: We do not offer 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.)

Questions 1 & 2 –

Professional Development Strategies:

Weekly Department and Grade Meetings: Day depending in the grade

Collaborate and plan instruction (ENL certified teacher provides resources)

Develop projects and tiered assignments (ENL certified teacher provides resources)

Collaborate and develop standard based assessments

Attend ongoing workshops for ELL providers (Presentation by an ENL certified teacher)

Turn key workshop information acquired in outside Professional Development during PD time allocated for the staff 3 hours (balance of 4.5 hours are allotted for staff to sign up for outside ELL content PDs).

Read and discuss professional articles to enhance instructional strategies (Presentation by an ENL certified teacher)

Discuss, identify and implement uniform ways of instructing and assessing students (Presentation by an ENL certified teacher)

Discuss the implementation of interdisciplinary vocabulary development and to develop team unit planning (Presentation by an ENL certified teacher)

Seek outside professional development as a means of fostering personal growth as it becomes available (Presentation by an ENL certified teacher)

Professional development is provided to enhance and augment the delivery of instruction for ENL students (Presentation by an ENL certified teacher)

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?

Teacher receive 3 hours of the required 7.5 hours of ELL training is incorporated in-house, throughout the year, during monthly Monday and Friday PD sessions, as well as chancellor day meetings. The training sessions are conducted by the certified TESOL

instructor. Content area teachers are also encouraged to attend additional ELL training outside the school, to complete the balance 4.5 hours of mandated PDs. ELL training sessions received inside the school are documented by the administration, via agendas.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? The ENL coordinator facilitates a variety of ELL workshops that focus on providing English language learners with the scaffolds necessary to achieve academic language acquisition, while also encouraging staff members to be empathetic about the social-emotional needs of English language learners. The guidance counselor attends these PDs and is also provided with one-on-one support through the ENL coordinator.

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.

3 hours of the required 7.5 hours of ELL training is incorporated in-house, throughout the year, during monthly Monday and Friday PD sessions, as well as chancellor day meetings. The training sessions are conducted by the certified TESOL instructor. Content area teachers are also encouraged to attend additional ELL training outside the school, to complete the balance 4.5 hours of mandated PDs. ELL training sessions received inside the school are documented by the administration, via agendas.

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?

In addition to quarterly check in with the parents, all English language learners are placed in the girl talk list for the co responding grade. All grade team leaders makes sure that an annually meeting is scheduled with the parents of each student in which they meet with the entire grade team to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas.

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.

During our weekly grade team meetings, teachers discuss and review “girl talk” protocols for struggling students. When ELLs are brought up, we invite parents to be informed for next steps in supporting their child. In addition these meetings, teachers also use parent engagement during parental outreach.

In addition to the above, the Language Access Coordinator and the Parent Coordinator will ensure that the main office and admin office have a clearly displayed language identifier poster for parents to utilize upon entering the school. Teachers and staff members also have language palm cards posted in their rooms to help identify language needs. These cards include the telephone number of the NYC DOE translation and interpretation services center.

Finally, the Language Access Coordinator and Parent Coordinator also facilitate a language translation and interpretation survey in an effort to determine which of the 10 protected languages are already covered by the school.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. TYWLS Bronx strives to raise parent involvement in all school related operations and to expand their knowledge as it relates to the services available within the community for parents and students. Our school secretary, Cherisse Lewis and our Parent Coordinator Sohanny Fermin and Business Manager, Cristal Goris, coordinate numerous planned workshops, parent/teacher conferences and informational meetings for parents planned and scheduled throughout the school year. Additionally, we work with the Beacon parent-outreach program, which provides various parental workshops, including ENL programs that help to raise the level of parental involvement and sense of community.

The overall goals of all parent activities is to increase their knowledge base about their children's academic development and the resources available to support them. The series of workshops have been established through an annual needs assessment and

noted parental concerns. All workshops and activities are centered around their needs and the goal of increasing their participation. A needs assessment survey is distributed to parents at the beginning, by the parent coordinator, and at the end of the school year to establish needs through their input. Additionally, the ENL Coordinator and ENL teachers closely monitors the progress of ELL population and places periodic phone calls to the parents of students to inform them of progress, or lack their of, in the content area classes. This includes failure to complete homework for more than 4 consecutive days, in any content area class, as well as progress demonstrated during unit performance tasks.

3. Does the school partner with other agencies or Community Based Organizations to provide workshops or serviceYos to ELL parents? Our parent coordinator is bilingual and fluent in Spanish, which represents highest foreign language concentration in our school. Ms. Fermin translates all communication in Spanish/English as well as conducts PDs bilingually or interprets. She also partnered with NYCares and now the school provides Saturday English classes for parents.
4. How do you evaluate the needs of the parents?

At the beginning of the school year parents fill out a language preference form that indicates what language parents would like to receive information, parents also receive the NYC DOE parent/guardian Home Language identification survey. The school uses school messenger to send out calls, with school messenger the school is able to translate the message. At the beginning of the school year the parent coordinator, Ms. Fermin collects email addresses to send parents monthly updates and send out flyers and important information and parents receive translated emails. Ms. Fermin, the parent coordinator makes sure all the parents are notified in their language of preference.

The staff evaluate the needs of parents by the Parent surveys and during parent engagement meetings. We review parent surveys and try to support them according to their feedback. Parents are also encouraged to meet with ENL providers or call in with any concerns. The ENL coordinator also meets with parents one-on-one to discuss any concerns and student progress. When parents meet with ENL coordinator, it gets recorded and filed in the ELLs portfolio that is securely locked in the main office. Also, if a parent needs interpretation, each classroom has a language assess palm card with Free interpretation service information.

5. How do your parental involvement activities address the needs of the parents?
In the school, the parents coordinator, Ms. Fermin, serves as a direct translator for the Spanish speaking parents in the community if a non-english speaking. For parents who speak another language besides Spanish, the school contacts DOE's translation and interpretation unit for over the phone assistance. Parents get newsletters, flyers, phone calls and emails translated. During Open houses or big events the school uses audio devices to translate to parents. Non- English speaking parents participate in the SLT board and are partnered with English speaking members to receive translation.

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.

During our first year, we used Fountas and Pinnell running records and Writing Rubrics to determine the reading levels and writing abilities of ELL students. The data guided us in providing instruction targeted to the specific needs of our students. The information helped to inform our school as to the reading and writing trends common among our ELL students. As a result, we formed book clubs and enrichment programs to assist our students with focus on reading comprehension, word study for phonics, vocabulary development, spelling through direct instruction, and process writing. This year we are using the Ed Performance lexile level test in the same capacity. We continue to re-evaluate the success of these programs through quarterly lexile level progress results, student performance/academic achievement in literacy and math, as well as student feedback provided during conferences.

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

School Name: ___The Young Women's' Leadership School in the Bronx

School DBN: 09X 568

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
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

FINAL - 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X568 School Name: TYWLS Bronx
Superintendent: Leticia Rosario-Rodriguez

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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

Community associate runs RHLA, RBIR, RADP, RAPL, and RADR to determine students' home language, language biographical information. In addition to this, the community associate also requires that all parents complete a blue within the first 2 weeks of school. This information is then reviewed with the language access coordinator to determine spoken by the parents of the student body.

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.

Language	Percentage
Bambara	0.6
Bengali	0.6
English	61%
French	0.6
Fulani	0.3
Hausa	0.3
Mandinka	0.6

Niger (Congo)	0.3
Sindhi	0.3
Soninke	10%
Spanish	24%
TWI	0.3
URDU	0.3
WOLOF	0.6

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.)

- | |
|--|
| <ol style="list-style-type: none"> i. Permission Slips for trips ii. Parent teacher conference (3x) iii. Parent Engagement time (1x) iv. Back to School Night Invitation (1x) v. Course Description letter (1x) vi. Promotion in Doubt (School letter) (1x) vii. Parent Workshops Invitation viii. Moving up and Graduation Invite and senior dues ix. Blue Cards (DOE) x. School Messenger (Robo Call) xi. School Safety letter xii. Monthly Newsletter |
|--|

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.

- | |
|--|
| <ol style="list-style-type: none"> i. Orientation for 6th and 9th grade ii. High school matriculation iii. Parent-teacher-conferences iv. Parent Workshops v. Moving up and Graduation events |
|--|

- vi. Open House
- vii. ELL”S Meeting

Part C: Providing Language Assistance Services

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

LAC, Community Associate, and Parent Coordinator will insure that the main office and admin office have a clearly identifier poster for parents to utilize upon entering the school. Teachers and staff members will also have language their desks to help identify language needs.

On the first day of school, blue cards will be distributed in the languages identified for each family, as available per languages covered by the DOE, assessing and confirming individual language needs.

In the first 2 weeks of September, the Course Description letters, Parent Engagement time letters, and Back to School translated and backpacked with students, per the top 2 languages from HILS survey data (English -61%, Spanish 2

Letters for Parent Teacher Conferences confirming attendance are translated in the top 2 languages will be distributed March 1st so the Translation & Interpretation Unit can be requested with ample time to service all languages (Parent will translate into Spanish speaking families; languages not covered in the staff, that are part of the top 2%, will be Translation & Interpretation Unit).

School Messenger (the automated call program) will be filtered the first week of September to sort parent contact in (as per the 10 protected languages), so all calls will go out in the identified language.

All Parent Workshops, Senior Parent Meetings, and ceremonies will have flyers with in the top 2 languages, as well

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.

Since Spanish represents the highest foreign language concentration in the school, our LAC, who is a certified Spanish and Translator or bilingual Co-Director will be on-site for real-time Spanish translation of all major events, such as b open houses, and moving up, and graduation ceremonies. In their absence, another bilingual staff member will carry All on-site interpretations will be executed through the use of ear pieces, distributed to parents, and a microphone h

In addition, for the balance of languages represented by the student body, parent engagement progress meetings, conferences, and IEP meetings, the school will contact the LTI call center to request an on-site interpreter for these

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.)

LAC and Community associate will develop Develop a presentation for the staff that will include the following information:

- a. Location of palm card
- b. Over-the-phone interpretation service
- c. Location of T&I Brochure, Language ID cards, and Language Palm Card (for staff meetings)

Staff will also be asked to complete a language survey to identify fluency in languages other than English

Part E: Providing Notice of Language Assistance Services

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

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

LAC will draft a letter announcing to parents that they have a right to translation services and community associate students. LAC and Community Associate will also ensure that the following are placed in the main office and parent

Checklist of Notification Requirements

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

Additionally, a bulletin board will be created for parents that will include notifications about translation services available

Part F: Monitoring and Quality Control

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

Around the timing of parent teacher conferences we will be distributing written surveys in which we will ask parents the following questions:

1. Were you informed that you have a right to translation services?
2. Are you receiving all the translation services you need?
3. Are you satisfied with the quality of the translations you have received?
4. What else can we do to help you feel like a more integral part of the school community?

These forms will be collected and used to improve services as needed. Forms will be sent out for translation for 13 languages and translated in house for Spanish.

