2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 28Q896
School Name: YOUNG WOMEN'S LEADERSHIP SCHOOL, QUEENS
Principal: MALA PANDAY
Comprehensive Educational Plan (CEP) Outline

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School Information

The Young Women’s Leadership School of Queens

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<thead>
<tr>
<th>School Name:</th>
<th>The Young Women’s Leadership School of Queens</th>
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<tbody>
<tr>
<td>School Number (DBN):</td>
<td>28Q896</td>
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<tr>
<td>BEDS Code:</td>
<td>342800011896</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>150-91 87TH Road Jamaica Queens, NY 11432</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-725-0402</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-725-0390</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Megan Cruz</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:mcruz88@schools.nyc.gov">mcruz88@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Mala Panday</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Christina Lopez</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Tamar OgburnHarraway</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Jennifer Pineda</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Leslie Myers</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td></td>
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<tr>
<td>CBO Representative:</td>
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District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>28</th>
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<tbody>
<tr>
<td>Superintendent:</td>
<td>Richard Cintron</td>
</tr>
<tr>
<td>Superintendent’s Office Address:</td>
<td>335 Adams Street</td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:rcitro@schools.nyc.gov">rcitro@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718 923-5124</td>
</tr>
<tr>
<td>Fax:</td>
<td>718 923 5145</td>
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Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mala Panday</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Christina Lopez</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Tamar Ogburn-Harraway</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
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<tr>
<td>n/a</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td>Leslie Myers</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Adena Samad</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Naysa Harraway</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Jessica Sherry</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td></td>
<td>Member/ Teacher</td>
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</tr>
<tr>
<td>Rosa Rodriquez</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Wuchanyanwu Chisom</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Claudinia Griffin</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Jennifer Pineda</td>
<td>Member/ CSA</td>
<td></td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
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</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

• a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
• a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

1. What is your school’s mission statement?

   Our young women are expected to model grades 6-12 college-readiness skills in all subject areas and be given opportunities for which the learning is centered in innovative student-led opportunities that strategically result in closing the achievement gap in mathematics and science.
We also believe that early exposure to AP and College Now courses will close the financial gap that students of color face when they enroll in college. We believe that if students graduate from TYWLS College Ready, with AP qualifying scores and with College Now credits, they will be better situated for college success and completion of undergraduate coursework in four years or less.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

The Young Women’s Leadership School of Queens is known for its sisterhood and its motive is to help prepare young women for the real world. We are one of five single gender schools in NYC and twenty schools nationwide are modeled after our flagship school in East Harlem. The Young Leader's Network, now the Student Leadership Network is passionate about educating the "whole girl" so that she becomes the best woman that she can be.

Specific to our school, the SLT has been working cooperatively to encourage the four pillars within the school community. In order to effectively affiliate and incorporate the four pillars and the morals and beliefs of the school, our Student Government proposed the TYWLS Honor code which expressed the expectations of a TYWLS student. The Young Women’s Leadership School of Queens continues to empower young women of all ethnicities.

The special needs population at TYWLS consists of almost 20% of TYWLS scholars. Their academic needs vary, but TYWLS of Queens fully supports the Least Restrictive Environment initiative. We offer programming options such as ICT, SETSS, speech therapy, physical therapy, and two students who receive one-on-one Paraprofessional support.

Highlights

LEADERSHIP: (Supportive Environment, Strong Family- Community Ties and Effective School Leadership)

● Advisory Curriculum to promote self-respect and raise awareness on issues facing young women

● Community Service Hours by beginning a Peer Tutoring program and Student Interns

● Increase in student voice through the Dreamers Alliance and the Urban League Debate Team

● Student Club Proposals

● Student Development of Honor Code and School Wide Constitution

● Social Action Week initiated by Student Government for Spring Semester
● Black History Month Bazaar
● Senior Committees (Prom, Apparel, etc)

STEM: (Rigorous Instruction and Collaborative Teachers, Effective School Leadership)

New Initiatives & Highlights
● Google Classroom and Edmodo implementation
● Globaloria
● Purchase of New Technology (SmartBoards, Laptops, Ipads)
● TYWLS Tech Explorers
● Partnership with the Museum of Natural History
● Middle School students must have 600 lab minutes in each science class to support HS readiness
● Verizon VIL and Augmented Reality grant implementation
● Entire 8th grade Accelerated Math- The entire grade took the Algebra 1 Regents with an 85% pass rate

HEALTH & WELLNESS: (Trust and Supportive Environment)

New Initiatives & Highlights
● FEMCHO
● Principal supported expansion of PE department with new of dual licensed teacher (Physical Education, Health,)
● The following after school programs: Volleyball, student initiated clubs include Muslim Student Association, Basketball, Cheerleading, as well as MS Track
● Increase in PE courses at the HS level by a minimum of two periods per week
● Parent Workshop for decreasing test anxiety
● Respect For All Week featured in Guidance Newsletter
● Principal hired 2 seasoned staff in the highschool.
● Increase in staff trained in CAP program
● Partnered with Queens Community House to increase support in after school homework help and a wide variety of leadership opportunities to cultivate healthy lifestyles and healthy choices
● Health Resource Room open up to ten periods a week

● Family Life Experience Program - 9th grade took home "babies" to practice parenting skills through immersion learning

● ACCES-VR initiatives for IEP students

● Participation in Penn Relays

ECCA Pillar: (Rigorous Instruction, Collaborative Teachers and Strong Family and Community Ties)

New Initiatives & Highlights

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

● Weekly meetings with guidance to support graduation and college planning coordination for on track and at-risk students.

● Guidance pushes into advisories for transcript review and goal setting

Mother-Daughter Relationship Building Workshops

● Principal Analysis of office space that honors and promotes ECCA Pillar by providing accessible location that creates opportunities for visible student workstations, teacher collaboration, DCC Counseling.

● Weekly Class of 2018 push in advisory college lessons in resume writing SAT planning, etc...

● New College Essay Writing Advisory Plan

● Summer Bridge College Trip Coordination with hands on STEM opportunities for incoming 6th & 9th graders

● High School readiness transitional visits with MS classes in HS classes

● Weekend Programming such as trips to mentor programs & colleges

● Director of College Counseling (DCC) teaches Advisory

● Customized Director of College Counseling Workshops for Juniors

● Draft Day to celebrate college acceptances

● Night With The Stars to celebrate student achievement with the entire school community

● Launching AP Capstone for Advanced Placement excellence and increased rigor

● Increase in students taking College Now Courses from five students to twenty students

● Extended Day - 9th Period Class through College Now partnership with LaGuardia Community College for 2018-2019

3. Describe any special student populations and what their specific needs are.
Our special populations are no different that in any NYCDOE school. We support our English Language Learners and our Students With Disabilities with all mandated services and of course, upon request. One unique special population is our conservative Muslim families who are not always supportive of their daughter’s aspirational dreams to attend college away from home.

The special needs population at TYWLS consists of 82 TYWLS scholars. Their academic needs vary, but TYWLS of Queens fully supports the Least Restrictive Environment initiative. We offer programming options such as ICT, SETSS, speech therapy, physical therapy, and two students who receive one-on-one Paraprofessional support. Additionally, our ENL (English as a New Language), population is supported through a push-in and pull-out model to address the learning needs of each individual student. With the increase of our IEP population, we will be implementing even more pull-out sessions for customized support.

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Other demographic data includes:

- 15% IEP students, 82 in total
- .02% ELLs, 13 students in total

We are a Title I school.

4. Identify 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.

1. The school has made the most progress in the area of Supportive Environment as evidenced by our PPO Areas of Celebration for 2018. We are also proud of the progress made in Effective School Leadership.

2. We have increased our College Readiness index from 45%-70% for the class of 2018.

3. Our June 2018 Regents scores with regard to Mastery have increased significantly in U.S. History (61%), Living Environment (52%) Global History (42%).

Our key area of focus this year is Rigorous Instruction for 2019. We want to increase SAT scores by providing more coherent assessments.

To this end, we have challenged teachers to make a commitment to student learning that either requires a higher level of RELEASE or INNOVATION. We want students to be stimulated to take charge of their learning and a teacher-centered environment does not support this mission.

Common practices that teachers use in our classrooms include but are not limited to:

- Socratic Seminars
- Student-led research opportunities
- Classroom debates
- Cornell note-taking
- Google classroom
- Partner quizzes
- Self and Peer critiques and evaluations
- Lab experiments
• Annotated reading strategies

Impact on Middle School learners:

1. 70% of all 6th 8th grade students earned a level 3 or four on both the ELA and the Math State test in 2018.

Impact on High School learners:

1. Students are receptive to and asking for more AP classes and College Now Opportunities.
2. 54% of the girls who took AP Seminar received qualifying scores in May of 2018. This was our first year of the course.
3. 100% of 10th, 11th and 12th grades students are taking one or more AP classes for 2018-2019.
4. 25 girls enrolled in College Now at our school voluntarily for our first on-site course.
5. Currently, only 5 of the 75(.06%) of the class of 2019 have not achieved a College Ready score on the Common Core ELA Regents

1. How do teachers plan and refine curricula to meet the needs of the diversity of learners in your school? What system(s) do you have to assess adjustments to curricula and its alignment to Common Core Learning Standards and instructional shifts?
2. What assessments do you and your staff administer across grades and subjects?
3. How do you and your staff use data from these assessments to inform instruction?

Reflection: Traditionally, teachers have meet in Department and in Grade Teams to identify trends among the lowest third and then create interventions on a individualized basis, to address student needs. Data used to inform these collaborative teacher team meetings included:

• Mock Regents Data
• Marking Period grades
• Tutoring Logs
• End of Unit assessments
• Class participation and performance

This year, in addition to the traditional methods mentioned above, teachers in grades 6-12 began by administering a baseline assessment aligned to AP skills in all subject area , including Art. The assessments were compiled using modules and units available to teachers on the NMSI Laying the Foundation website. Teachers used this platform to retrieve entire tests or to customize their own assessments to identify student who are entering their grade below skill level.
### School Demographics and Accountability Snapshot for 28Q896

**School Configuration (2018-19)**
- Grade Configuration: 07,08,09,10,11,12
- Total Enrollment (2017-18): 563
- SIG Recipient (Y/N): No

**English Language Learner Programs (2018-19)**
- Transitional Bilingual: N/A
- Dual Language: N/A
- Self-Contained English as a Second Language: N/A

**Special Education Programs/Number of Students (2015-16)**
- # Special Classes (ELA): 1
- # SETSS (ELA): 30
- # Integrated Collaborative Teaching (ELA): 27
- # Special Classes (Math): 1
- # SETSS (Math): 44
- # Integrated Collaborative Teaching (Math): 49

**Types and Number of Special Classes (2018-19)**
- # Visual Arts: 6
- # Music: 8
- # Drama: Y
- # Foreign Language: 15
- # CTE: N/A

**School Composition (2017-18)**
- % Title I Population: 79.0%
- % Attendance Rate: 94.8%
- % Free Lunch: 67.7%
- % Reduced Lunch: 11.0%
- % Limited English Proficient: 1.4%
- % Students with Disabilities: 15.1%

**Racial/Ethnic Origin (2017-18)**
- % American Indian or Alaska Native: 2.7%
- % Black or African American: 43.9%
- % Hispanic or Latino: 11.7%
- % Asian or Native Hawaiian/Pacific Islander: 36.6%
- % White: 2.3%
- % Multi-Racial: 5.5%

**Years Principal Assigned to School (2018-19)**
- % of Teachers with No Valid Teaching Certificate: 3%
- % Teaching Out of Certification: 16%
- % Teaching with Fewer Than 3 Years of Experience: 22%
- Average Teacher Absences: 8.1

**Student Performance for Elementary and Middle Schools (2017-18)**
- ELA Performance at levels 3 & 4: 85.0%
- Mathematics Performance at levels 3 & 4: 70.1%

**Science Performance at levels 3 & 4 (4th Grade) (2016-17)**
- N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): 94%

**Student Performance for High Schools (2016-17)**
- ELA Performance at levels 3 & 4: 98%
- Mathematics Performance at levels 3 & 4: 80%
- Global History Performance at levels 3 & 4: 90%
- US History Performance at Levels 3 & 4: 90%
- 4 Year Graduation Rate: 95.2%
- 6 Year Graduation Rate (2011 Cohort): 95.7%
- Regents Diploma w/ Advanced Designation: 20.2%

**Overall NYSED Accountability Status (2018-19)**
- % ELA/Math Aspirational Performance Measures (2015-16): 33%

**Reward**
- No Recognition

**In Good Standing**
- Yes Local Assistance Plan

**Focus District**
- Yes Focus School Identified by a Focus District

**Priority School**
- No Focus Subgroups

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A
- Black or African American: Y
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: Y
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: YES ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- Black or African American: Y
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: Y
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: YES ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Science (2016-17)**
- 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: YES ALL STUDENTS

**High School**

**Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
- American Indian or Alaska Native: N/A
- Black or African American: Y
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: YES ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
- American Indian or Alaska Native: N/A
- Black or African American: Y
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: YES ALL STUDENTS

**Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
- American Indian or Alaska Native: N/A
- Black or African American: Y
- Hispanic or Latino: N/A
- Asian or Native Hawaiian/Other Pacific Islander: N/A
- White: N/A
- Multi-Racial: N/A
- Students with Disabilities: N/A
- Limited English Proficient: N/A
- Economically Disadvantaged: YES ALL STUDENTS

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2018-19 CEP 16
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

<table>
<thead>
<tr>
<th>Exam</th>
<th>First attempt grade</th>
<th>June 2017 Pass Rate</th>
<th>Pass Rate Projections: June 2018</th>
<th>June 2018 Pass Rate</th>
<th>June 2018 Mastery Rate</th>
<th>Course Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living Environment</td>
<td>9th</td>
<td>75%</td>
<td>78 - 81%</td>
<td>89%</td>
<td>52%</td>
<td>Parkes- SPED, Kane- SPED, Brathwaite</td>
</tr>
<tr>
<td>Algebra I</td>
<td>9th</td>
<td>82%</td>
<td>92 - 94%</td>
<td>82%</td>
<td>20%</td>
<td>Hargrove 9th grade, Li 8th grade, Hlawatsch- SPED, Parkes- SPED</td>
</tr>
</tbody>
</table>

We are currently up to 70% from 45% of students who are considered college ready. Going to 90% would mean that we have increased by 45% within 3 years. As a college bound school, we need for all students to graduate college ready. We want to avoid having students to take remedial classes in college.

2017-2018 Regents Exam Data
### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 May 2019, 90% of the class of 2019 will graduate College Ready and achieve college-ready scores of 75% on the ELA and a 70% on Common Core Math, respectively.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>
| - Evidence-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). | 8-10 at-risk students | 9/5/18 – 6/28/19 | Geometry, Earth Science and Global History Teachers |
| Identify 8-10 at-risk students who have demonstrated progress through teacher tracking  
Goal setting for target students with Guidance Counselors involved. | 8-10 at-risk students | 9/5/18 – 6/28/19 | Geometry, Earth Science and Global History Teachers |
| Teacher tracking via increased Advance rated visits-Principal and APs will conduct cycles of observation for every Marking Period, to improve teacher practice. New staff will receive between 7-10 visits, returning staff will receive between 4-6 visits. | Teachers | 9/8/18-6/28/19 | Administration |
| Mock Regents- Regents classes will conduct mock Regents exams in November and March to target specific needs. | Regents students | 11/1/18-11/15/18  
3/1/19-3/15/19 | Data Specialist |
| Continuing with the model of early Regents taking 8th grade Algebra 1 Regents  
10th grade - ELA Regents | At-risk Students | 9/5/18 – 6/28/19 | Teachers |
| Science and Math content reading strategies | At-risk Students | 9/5/18 – 6/28/19 | Teachers |
| Differentiation specifically for targeted subjects - By building each teacher's “toolkit” of strategies for differentiating math and science, teachers will be better able to increase access points for students with special needs or those who need additional scaffolding. | At-risk Students | 9/5/18 - 6/28/19 | Teachers |
| List of deficits and target interventions for those specific issues - By administering baseline assessments, teachers will be able to identify specific skill deficits and create individualized targeted interventions. | At-risk Students | 9/5/18 – 6/28/19 | Teachers |
| QCH our CBO is open for operation on school holidays to offer opportunities when school is closed.  
- PBL strategies and implementation  
- study skills and academic support | At-risk Students | 9/5/18  
6/28/2018 | Guidance Counselors |
Reschedule all students who have not met College readiness for January 2019 Regents with custom tutoring.

<table>
<thead>
<tr>
<th>Students not CR</th>
<th>10/18/18 – 11/1/18</th>
<th>Guidance and Administration</th>
</tr>
</thead>
</table>

More project/base learning over the Holidays - To support students during the times when they are not in school, project based learning (ie. experiments, hands-on activities, and engaging activities) will be given. These project based activities are designed to give students practice with academic skills while also allowing them to be creative and enjoy the process.

<table>
<thead>
<tr>
<th>At-risk Students</th>
<th>12/2018, 2/2019, 4/2019</th>
<th>Teachers</th>
</tr>
</thead>
</table>

Introduce math site: Deltamath.com, khanacademy.org, Regentsprep.org

<table>
<thead>
<tr>
<th>At-risk Students</th>
<th>9/5/18 – 6/28/19</th>
<th>Teachers</th>
</tr>
</thead>
</table>

Calming techniques for test taking

|------------------|-------------------------|---------------------|

Schedule students to audit classes for Regents support during the school day

<table>
<thead>
<tr>
<th>At Risk Students</th>
<th>November 2018</th>
<th>Teachers and Programmers</th>
</tr>
</thead>
</table>

Assign one project-based assignment in the correlating subject areas for the 2018-2019 school year.

<table>
<thead>
<tr>
<th>Students</th>
<th>9/5/18 – 6/28/19</th>
<th>Teachers</th>
</tr>
</thead>
</table>

Increase of Math and Science classes with Integrated Co-Teaching- At the high school level, ICT classes have been instilled for Living Environment and Chemistry to support at-risk students who have historically struggled with these classes. Moreover, additional math ICT classes have been created for targeted subjects use the push- special education model.

<table>
<thead>
<tr>
<th>At-risk Students</th>
<th>9/5/18 – 6/28/19</th>
<th>Teachers</th>
</tr>
</thead>
</table>

We have streamlined Regents scheduling by making the distinction between first-attempts and/or retakes in June and August.

<table>
<thead>
<tr>
<th>Students</th>
<th>9/5/18 – 6/28/19</th>
<th>Teachers and Testing</th>
</tr>
</thead>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Beginning October 9, 2018, frequent and on-going communication that is tailored to each student, every Tuesday during Parent Outreach time. Teachers and Parent Coordinator will schedule and facilitate the meetings.

Talk to parents to tutor them on basic math skills - To support parents with “at-home” math homework help, TYWLS will provide basic math skills workshops to refresh parents on math skills.

Parents must understand why College Readiness scores are so important. They save time and money in college. With education, parents can encourage their daughters to retake exams and support the school’s efforts to get students to attend tutoring.
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.

Parent Engagement outreach for mock regents DDC, skedula, targeted tutoring time on Tuesdays.

Schedule Adjustments- A fourth special education teacher will be hired, if the budget permits, to increase student support in science and math classes on all levels.

Instructional Resources-Updated textbooks were purchased for content area classes

Per session tutoring performed by teachers.

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

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

Part 5 – Progress Monitoring

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

By January 2019, students will show progress on Mock Regents.

Increase in students earning passing/ mastery scores on the January 2019 Regents.

Mid-point benchmark 11/1/18-1/15/19

All subjects will use the respective June 2019 Regents exams as a mock in Term 1 and January 2019 Regents as a Mock in Term 2 (March)

Weekly Strategic Data Conferences monitoring the New Visions Data Profiles will help track attendance at tutoring and grades in prep activities embedded into the student's schedules.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

New Visions Data Portal which houses all attendance, exam, course and graduation data for every student.

**Part 5c.** In February 2019, 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2.</td>
<td>What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3.</td>
<td>What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students with special needs are having increasing difficulty acquiring the required credits and Regents exams for Regents diplomas.</td>
</tr>
<tr>
<td></td>
<td>They are also struggling to meet the goals for Regents grades in their IEPs.</td>
</tr>
<tr>
<td></td>
<td>This directly influences the overall pass rates and mastery levels for each exam for all students.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Part 2 – Annual Goal

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate your school’s 2018-19 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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>By June 2019, 33% of each grade, 6th-11th, including SWDs and ELLs, will increase the scores on their diagnostic exams; baseline and mid-year/ assessments (September and March) by 10-15 points when retaking the exam after customized tutoring, mindfulness activities and increased Guidance support and interventions.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance counselors and Administration and the Special Education Team will meet to determine guidelines for at-risk students at the high school and the middle school level.</td>
<td>6th - 11th grade Teachers and Supervisors</td>
<td>9/5/18 – 6/28/19</td>
</tr>
<tr>
<td>Guidance counselors will look closely through scholarship reports to identify at-risk and off-track students. They will share this data with teachers.</td>
<td>6th- 11th grade Teachers</td>
<td>9/5/18 – 6/28/19</td>
</tr>
<tr>
<td>Teachers will have targeted tutoring sessions for students who fail the baseline assessments. All teachers hold tutoring on Tuesdays from 2:20-2:55pm. Additionally, a six week remediation cycle will be implemented for these students after each diagnostic exam.</td>
<td>6th -11th grade Teachers</td>
<td>9/5/18 – 6/28/19</td>
</tr>
<tr>
<td>Teachers will customize tutoring plans for Regents and MS Testing tutoring.</td>
<td>6th -11th grade Teachers</td>
<td>11/1/18 – 8/28/19</td>
</tr>
<tr>
<td>10th grade yoga class as this grade takes the most exams to reduce stress and learn coping skills and breathing exercises</td>
<td>10th grade Teachers</td>
<td>9/5/18 – 6/12/18</td>
</tr>
<tr>
<td>Students with Disabilities and English as a New Language Learners will be tracked for progress in deficit areas.</td>
<td>6th -11th grade Teachers</td>
<td>9/5/18 – 6/28/19</td>
</tr>
<tr>
<td>Students will be tracked by grade level team during inquiry meetings on a monthly basis.</td>
<td>6th - 11th grade Teachers</td>
<td>9/5/18 – 6/28/19</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Students and families will have special meeting sessions at each Parent-Teacher conference scheduled for the 2018-2019 school year. Frequent and ongoing communication from the Parent Coordinator and Guidance Team.

Parents will be contacted for face-to-face meetings to follow up on student progress weekly on Tuesdays and as needed.

Parents will be contacted by Guidance counselors in order to create tutoring plans and track their progress. This will happen on a monthly basis.
**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.

We will have time for these meetings during other professional work time in the UFT contract. Per session will be allocated for MS and Regents tutoring to teachers and supervisors.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, student class scores will be examined by guidance counselors and teachers in order to identify the current at-risk students and to be sure they have a customized tutoring plan in place.

Use of New Visions Data Portal in weekly meetings.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

New Visions Data Portal. Teachers who use data driven classroom will have data to assess their students and who falls into the "at-risk", and borderline categories.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- While we have expanded our Advanced Placement offerings to four courses for the past 4 years, and have added AP Seminar in 2017, we have not achieved the number of qualifying scores that we desire and would the experience beneficial to students beyond simply taking the class.
- In order to increase AP success as determined by qualifying scores for students taking AP classes, the Laying the Foundation Initiative as provided by AP for ALL, will be implemented this year.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the core departments of Math, ELA, Social Studies and Science will engage in Laying the Foundation professional development and curriculum planning that will result in an average SAT score of 1100 for the Class of 2019.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vertical Team meetings led by PCT</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>AP of High School</td>
</tr>
<tr>
<td>Meet with department on Mondays</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Common Planning with departments to implement Laying the Foundation Modules on the NMSI website.</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Mock AP formative assessments item analysis for instruction at the start of Term II.</td>
<td>Students</td>
<td>12/1/18-1/31/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Cabinet analysis of failure rate monthly via skedula logs</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>AP Open House Week where 10th and 11th grade students will experience a class before they apply</td>
<td>Students</td>
<td>April 2019</td>
<td>Students and teachers</td>
</tr>
<tr>
<td>PD for teachers around different techniques, individual and school-wide that focus on the NMSI Skill Progression Chart and on Ladder of Complexity to ensure vertical alignment</td>
<td>Teachers</td>
<td>9/5/18 – 6/28/19</td>
<td>Supervisors</td>
</tr>
<tr>
<td>Guidance meetings with students whose transcripts indicate success in AP classes</td>
<td>Parents</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Scheduled parent meetings with teachers on Tuesdays</td>
<td>Parents</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Differentiated assignments and tasks for IEP students in Seminar and Research</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Appropriate grouping and pairing of students with their peers to aid in supporting students with IEPs and who are ELLs.</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Customized enrichment assignments for holidays and breaks</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Tutoring plans for before and after school support.</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
<tr>
<td>Teacher inter-visitations and teacher visits and coaching by Peer Collaborative Teacher</td>
<td>Teachers</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers, PCT</td>
</tr>
<tr>
<td>Socratic Seminar: teaching method in class discussions across content areas.</td>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Teachers</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will have access to teachers every Tuesday to address ways to collaborate with students.

Guidance will also conduct periodic outreach with target students to convey this information regarding the AP Course guides and AP Bulletin printed by the College Board.

3rd Annual AP Expo scheduled for February 2019 to inform and to recruit students and families

Scheduled parent meetings with teachers on Tuesdays.

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.

Grants are provided for teachers to purchase technology and other supplies needed for the classroom. Also, there is a travel grant for teachers that allows additional learning opportunity.

Tuesday tutoring is provided to all students for additional support.

Parents can also get access of students’ progress through Pupil path.

Additional funding to support the Peer Collaborative Teacher (PCT) and AP for All supplies materials for courses.

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>X</td>
<td></td>
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<td>C4E</td>
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</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By July 2019, at least five students in each course will have achieved a qualifying score of 3, 4 or 5 as determined by the Collegeboard.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

The Collegeboard AP dashboard, AP Potential and the baseline exams by grade that are aligned to LTF modules provided by NMSI.
Part 5c. In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

<table>
<thead>
<tr>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of leadership strengths include all teacher observations receive face-to-face feedback after a teacher observation to reflect on teacher practices.</td>
</tr>
<tr>
<td>Leadership gives clear next steps for teachers to help improve practice immediately.</td>
</tr>
<tr>
<td>Leadership delineates clear groups of students (such as ELL’s, SWD’s, and Graduation At-Risk students) for whom teachers are assigned to closely monitor progress through tutoring and inquiry work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions with teachers during IPC’s reflect that instructional staff will benefit from more timely feedback to inform their practice.</td>
</tr>
<tr>
<td>Teachers require more professional development to raise scores in Domains 1 and Domain 3 according to observation ratings and student report card data.</td>
</tr>
<tr>
<td>Increase opportunities for students to lead work, for teachers to innovate and release. In doing so, there will be more ownership on learning.</td>
</tr>
</tbody>
</table>

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, at least 60% of the teaching staff will earn a 3.0 or higher in competencies 1a, 1e, 3b and 3c of Danielson’s Framework for Effective Teaching. The Principal has set the expectation for teachers to either innovate their instruction or create more opportunity for release to students and will support professional development for this purpose, both on site and off site.**
### Part 3a – 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:  
- Evidence-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).  | Target Group(s) | Timeline | Key Personnel  
\|
|---|---|---|---|
| Teachers will engage in face to face conferences with supervisors after each observation to improve their instructional practice and ensure implementation of LTF Skills Progression strategies.  | Teachers | 9/5/18 – 6/28/19 | Supervisors  
PCT |
| Monthly Professional Development meeting with the LTF Vertical Team will center around designing instruction that will help all students access rigorous material, and questioning and discussion techniques that support students in critical thinking skills. Teachers would like to seek out instructional coaches to help improve curriculum development and delivery.  | Teacher | 9/5/18 – 6/28/19 | Supervisors and LTF Professional Development Team |
| Select teachers will participate in Inter-visitations with teachers rated Highly Effective in a Danielson component for which they have been rated Developing/Ineffective.  | Teachers | 9/5/18 – 6/28/19 | Teachers  
PCT |
| On alternating Mondays, teachers will meet in grade level and department level meetings in order to improve LTF coherence between departments and grades.  | Teachers | 9/5/18 – 6/28/19 | Teachers  
Supervisors |
| Based on supervisory feedback, teachers and administration will identify resources that will improve teacher practice. They will devise a plan together in order to obtain this resource, consider a timeline for next steps, and set goals for how resources will improve their practice. Resources include technology, furniture, student resources, portfolios, manipulatives, posters etc.  | Teachers | 9/5/18 – 6/28/19 | Supervisors, Teachers |
| Teachers participate in continuous parent and family contact every Tuesday afternoon. Teachers call parents in groups or individually to keep parents aware of student progress in the classroom. Parent meetings are also set up during this time in order for families to meet with all teachers at once in order to discuss concerns or celebrations.  | Parents | 9/5/18 – 6/28/19 | Teachers |
| Parent engagement/education will occur in the form of family meetings and goal-setting for students who are "At-Risk" for not graduating on time. Additionally, workshops for families of students with IEP's will be held each fall, as well as other workshops held throughout the year by various teachers (such as Skedula tutorials, graduation requirements, college counseling, Edmodo, 8th grade and 12th grade events, AP information sessions, etc.)  | Parents | 9/5/18 – 6/28/19 | Guidance Team, Teachers |
| To support students with disabilities and English Language Learners, teachers communicate via Google Docs, common  | Students with | 9/5/18 – 6/28/19 | Teachers |
planning/prep periods, and department meetings in order to differentiate lesson plans and provide additional scaffolds for students. Additionally, extra periods of math and ELA at the middle school level has helped with remediation in basic skill areas. Moreover, increasing the amount of classrooms/content areas receiving ICT and SETSS support allows teacher to further collaborate and provide small group support.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Open SLT meetings, PTA meetings and other meetings throughout the year. Once the 2018-2019 calendar is confirmed, dates and times of applicable events will be added.

Parent engagement/education will occur in the form of family meetings and goal-setting for students who are "At-Risk" for not graduating on time. Additionally, workshops for families of students with IEP’s will be held each fall, as well as other workshops held throughout the year by various teachers (such as Skedula tutorials, graduation requirements, college counseling, Edmodo, 8th grade and 12th grade events, AP information sessions, etc.)

### 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.

On Monday afternoons, between 2:30 and 3:40pm, teachers will meet by grade level and/or department in order to collaborate and create alignment throughout grades and disciplines.

Teachers are able to participate in Professional Development linked to the AP Laying the Foundation and Pre-AP curriculum once they have been approved by administration in order to continue their education and improve instructional strategies and approaches.

Installation of Promethean Smart Boards in the majority of classrooms in order to improve instructional technology and access for students.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February 2019, all teachers will engage in a Mid-year Conference with their direct supervisor in order to compare the Initial Planning Conference goals and data with current standing from teachers' Advance reports and student progress.

Teachers will also bring diagnostic LTF data to discuss at the meetings every Marking Period.
**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Transcripts
- Scholarship Reports
- College Board AP Potential and Dashboard
- ADVANCE

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

- Low parent attendance at school events
- Parents allow their students to make their final decisions about high school applications and bad choices are made.
- Retention rates are low and many of our top 8th graders leave to pursue specialized high schools or co-ed settings
- Families do not know enough about the TYWLS brand to make informed decisions.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 May of 2019, 75% of our 8th grade (rising 9th grade) will remain at TYWLS, Queens to continue their high school experience after participating in the new Jumpstart to High School program and its events led by school staff, students and parents.
### Activities/Strategies:

- Evidence-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., over-age/under-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Community Assistant and Teachers</td>
</tr>
<tr>
<td>All Families</td>
<td>9/5/18 – 6/28/19</td>
<td>Community Assistant</td>
</tr>
<tr>
<td>Students and Families</td>
<td>9/5/18 – 6/28/19</td>
<td>All Staff</td>
</tr>
<tr>
<td>Students</td>
<td>9/5/18 – 6/28/19</td>
<td>Guidance Counselors</td>
</tr>
<tr>
<td>MS Guidance and AP</td>
<td>9/26/18 - 12/15/18</td>
<td>Middle school team.</td>
</tr>
<tr>
<td>Students/Parents</td>
<td>9/5/18 – 6/28/19</td>
<td>Website Webmaster</td>
</tr>
<tr>
<td>Students and Families</td>
<td>9/5/18 – 6/28/19</td>
<td>Administration and Webmaster</td>
</tr>
<tr>
<td>Parents</td>
<td>2/1/19 – 6/28/19</td>
<td>PTA Board Members</td>
</tr>
<tr>
<td>Middle School Students</td>
<td></td>
<td>Guidance Counselors</td>
</tr>
<tr>
<td>Continuing High School Students</td>
<td></td>
<td>Continuing High School Students</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Queens Community House

Student Leadership Network Girls Education Team

Jumpstart to High School Application nights in September and October

Application work sessions in October, November and December

Open-house presentations that highlights the 7 year continuum at TYWLS.

### 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.

<table>
<thead>
<tr>
<th>Building Permits</th>
<th>Teacher per session</th>
<th>Allocation of support staff hours</th>
<th>Supervisor per session</th>
</tr>
</thead>
</table>

**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      |   | 21st Century Grant |   | SIG       |   | 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.

Family meetings and the high school application marathon from October 2018- Dec 2018. Studying and comparing data as to how many students put TYWLS, Q #1 vs on the application at another space. Monitoring who is staying compared to last year in January 2019 after all applications have been submitted.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- By January, we will see an increase in the amount students placing us in the top 3 of the high school application.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Students at-risk IEP students Off Track students Students not meeting grade level standards</td>
<td>-Thesis Papers -Repeated Reading -Interactive Writing -Writing Intensive -Class Tutoring</td>
<td>-Providing small group, one to one tutoring by tutors. -Open communication with school to monitor student progress</td>
<td>After school- All aspects, ELA, Math, Science, and Social Studies are monitored through report card characteristics, (list students and grade for each class), put students who need additional help on the homework help watch list which allows us to give additional tutoring, homework checks, and constant communication with parents and school. Push-in services in target subjects to support students in their classrooms.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Students at-risk as indicated above</td>
<td>Tutoring Queens Community House Homework help Lunch tutoring Teacher C6 small group instruction</td>
<td>-Providing small group, one to one tutoring by tutors. -Open communication with school to monitor student progress</td>
<td>After school- All aspects, ELA, Math, Science, and Social Studies are monitored through report card characteristics, (list students and grade for each class), put students who need additional help on the homework help watch list which allows us to give...</td>
</tr>
<tr>
<td>Subject</td>
<td>Students at-risk as indicated above</td>
<td>Tutoring</td>
<td>Push-in services in target subjects to support students in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------</td>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Period 9 Geometry</td>
<td>intensive tutoring for January/June Regents</td>
<td></td>
<td>additional tutoring, homework checks, and constant communication with parents and school.</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Students at-risk as indicated above</td>
<td>Tutoring</td>
<td>Push-in services in target subjects to support students in their classrooms.</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Students at-risk as indicated above</td>
<td>Tutoring</td>
<td>Push-in services in target subjects to support students in their classrooms.</td>
<td></td>
</tr>
</tbody>
</table>

- Providing small group, one to one tutoring by tutors.
- Open communication with school to monitor student progress.

After school- All aspects, ELA, Math, Science, and Social Studies are monitored through report card characteristics, (list students and grade for each class), put students who need additional help on the homework help watch list which allows us to give additional tutoring, homework checks, and constant communication with parents and school.
department, especially the 8th grade exit project.

communication with parents and school. Push-in services in target subjects to support students in their classrooms.

**At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)**

- Goal setting and progress monitoring
- Social Work Interns
- Psychology Interns
- QCH Staff
- Peetutors
- Teacher conferences with QCH, school parents, and students to determine a time line/methods of moving out of “at-risk.”
- Do behavior/HW check-off list, students who are at-risk get planners, HW chart and behavior signed to ensure our methods are being implemented.
- Refer students we are unable to fully assist, and that are in need of more assistance to other outside services (strict tutoring)
- Provide students with a timeline/calendar to track their progress.
- Use different learning methods to work with our at-risk students with IEP’s and special needs along with individualized help.
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
<tr>
<td>At Risk counseling as needed</td>
<td></td>
</tr>
<tr>
<td>Free school lunch</td>
<td></td>
</tr>
<tr>
<td>school supplies</td>
<td></td>
</tr>
<tr>
<td>Uniform reimbursement</td>
<td></td>
</tr>
<tr>
<td>Requests met upon knowledge of need</td>
<td></td>
</tr>
<tr>
<td>Bussing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Recruitment: Our school community receives between 20 and 40 resumes for every teacher posting. Potential staff members go through a multi-step process which includes interviews, writing samples and demo lessons. The current staff supports the process by observing the demo lessons and sitting in on group interviews.

Retention: As a school community, teachers are monitoring teacher talk with timers that were purchased by the principal as they conduct inter-visitations and self-regulate. Within the majority of observation reports, the principal and assistant principal cite teacher talk time. During year one, the focus is to raise teacher awareness regarding the number of minutes they are talking to students (lecturing) versus the number of minutes students are engaged in a rigorous task. For year two and three, the PD plan will focus on the cohesiveness of the overall lesson, with clear links between the mini-lesson, independent/group work, lesson summary, and the learning objective. As teachers engage in workshop model practices, there is a school-wide focus on improving the number of open-ended and critical thinking questions, which allows for an increase in opportunities for student-centered thinking. The supporting document is the DOK wheel which is prominently posted in each teacher’s classroom and widely referenced in informal and formal observation reports. (1.2)

With a team of 36 educators, their observation reports clearly indicate improvement in the competencies of student engagement and communicating with students. For example, in year one, teachers are clearly communicating the goal of the mini-lesson as well as independent/group work expectations. Unlike previous years, the teaching team has incorporated more opportunities for Think/Pair/Share, Accountable Talk, and debates. Students often share in student government meetings and with their advisory teachers that teachers are allowing them to work with partners and in groups. (2.2)

2b. High Quality and Ongoing Professional Development

Unit Plans- With the support of New Vision coaches, we have established a school-wide unit plan template for Term 2 as well as performance task expectations and alignment. This was adapted from Wiggins, Grant, and Jay McTighe. (1.1)
6. (1.2)

7. The vast majority of staff is engaged in data inquiry and analysis of our bottom third as we look at deficiencies within literacy in grades 6, 8, and 11. (4.2)

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

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

Teachers receive in-house support from their Peer Collaborative Teacher in the form of intervisitations and coaching sessions. Teachers and school leaders attend off site PD and achieve CLTE Certification hours.

---

Part 3: TA Schools Only

3a. Use of Program Resources

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

n/a

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).

n/a

---

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.

The school has adopted a school-wide grading policy to ensure consistency and coherence across all grades. The new policy has an increased weight for multiple types of assessments. The school utilizes mock regents exams at the high school level to measure student progress throughout the year. Teachers use the DDC program to create and monitor progress on classroom assessments.

Baseline data will be reviewed by the LTF Team first and then by all teachers. Three samples of student work; completed baselines that demonstrate high, middle and low performance on the assessment will be reviewed along with samples of the rubric used for grading. Student work from all subject areas will be analyzed for trends that demonstrate student needs and/or deficiencies. Then, as a grade and as a department, teachers will review upcoming unit plans and modify instruction to address the gaps identified by the baseline assessment data review.

Desired impact on student learning:

1. All students who did not demonstrate mastery on the skills in the baseline assessment, as evidenced by a failing grade, are assigned to six weeks of mandated remedial tutoring every Tuesday.
2. Students will be administered the same baseline assessment to determine if progress towards mastery has been made. If yes, they move out of remedial tutoring. If no, they remain and continue to work towards mastery for another six weeks.
3. Through the modification of existing classroom instruction and curricula, students will receive more targeted instruction and more focused assessments due to the data analysis of baseline assessments.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts))</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B Section Reference(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>253,281</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,524,803</td>
<td>X</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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

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

- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:
- **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
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<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Young Women’s Leadership School of Queens in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) 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.</td>
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<tr>
<th>Support for Parents and Family Members of Title I Students</th>
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<tbody>
<tr>
<td>TYWLS will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;

- Continually survey parents and child for effective possible changes;

- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;

- providing assistance to parents in understanding City, State and Federal standards and assessments;
● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand via letters, phone blasts and email in most prevalent language;

● providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

● Using the staff as translators during PTA sessions.

Utilizing our Language Access Coordinator

Dial Up translation services

The school’s Parent Involvement

Parental Involvement and School Quality

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

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

● actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school’s Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school’s Title I Parent Involvement Policy and School-Parent Compact;

● engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;

● ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school’s Parent Involvement Policy and the School-Parent Compact;

● support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

● maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
● conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;

● provide opportunities for parents to help them understand the accountability system, e.g., ESSA/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 Elementary and Secondary School Act;

● schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

● translate all critical school documents and provide interpretation during meetings and events as needed via student and DOE translators;

● conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help (science fair, math portfolio viewing, common core workshop);

<table>
<thead>
<tr>
<th>Encouraging School-Level Parental Involvement</th>
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</thead>
<tbody>
<tr>
<td>The school will further encourage school-level parental involvement by:</td>
</tr>
</tbody>
</table>

● holding an annual Title I Parent Curriculum Conference;

● hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

● encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

● implementing the supporting or hosting Family Day events;

● begin encouraging more parents to become trained school volunteers;

● providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;

● developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
• providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### School-Parent Compact (SPC)

The Young Women’s Leadership School of Queens, in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School (ESSA) 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: High Quality Curriculum

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 Elementary and Secondary School (ESSA) Act;

### I. School Responsibilities: Supporting Home-School Relationships

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 with MTA 2-trip metrocards;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Elementary and Secondary School Act Title I requirement for Every Student Succeeds Act (ESSA) 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

**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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Queens</td>
<td>The Young Women's Leadership School of Q</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
<th>Coach</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mala Panday</td>
<td>Jennifer Pineda</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

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 | 3 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 2 |
| 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 not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 564 |
| Total number of ELLs | 13 |
| ELLs as share of total student population (%) | 2.30% |
A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Freestanding ENL</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
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Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   Literacy skills are assessed using the the NYS ELA exam, the NYS Regents exams, and the NYSESLAT. An initial classroom benchmark assessment is also provided by the classroom pedagogue to determine students’ initial lexile levels. In the first ten days of school, ENL teachers conduct informal speaking, reading, and writing assessments with ENL students in order to determine areas in need of development.

2. What structures do you have in place to support this effort?
   ENL teachers and content-area teachers communicate via email. Communication with content teachers and co-teachers is subject to time availability (common preparation periods). Co-planning structure used varies depending on needs of students and is flexible in order to meet the needs of students. Co-teaching methods used include parallel teaching, alternate teaching, station teaching, one teach-one observe, team teaching, one teach-one support. These co-teaching structures are aligned...
with the Affinity Group’s Integrated ENL PD’s and “Collaboration and Co-Teaching: Strategies for English Learners” by Andrea Honigsfeld and Maria G. Dove.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   Summative Assessments happen in the form of essays, projects, presentations, and exams in core content classes. Content teachers communicate with ENL teachers areas of progress and areas of need for ENL students. ENL teachers focus on literacy/writing/content skills providing supports as needed. Students will also be creating portfolios to track progress and performance. Success evaluation comes in the form of NYS ELA exam scores. Currently the school is #1 in the district.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Content teachers communicate with ENL teachers weekly. ENL teachers provide support in the form of scaffolds (literacy, writing, speaking, vocabulary), targeted language needs, often developing supplemental materials to support students in literacy/writing development. ENL teachers address interventions through one-on-one support, classroom support, and after school tutoring. ENL teachers work with the core content teachers to develop language in all content areas. Instructional supports are used in core content classes to facilitate academically rigorous and challenging instructional goals. ENL teachers engage students in instructional conversations, giving students the opportunity to think-aloud, demonstrate content knowledge and language development, as well as, utilize these instructional conversations as additional assessments of language development, content knowledge, reading and writing skills.

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

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
   Out of the 2.3% of students that currently embody our ENL population, 3 are long term ELLs, 1 is a transitioning newcomer, 9 are Commanding, and the remainder are approaching commanding. 7 of these students are ELL-SWDs.
   NYSESLAT scores are used to determine a baseline for ENL minutes. ENL programming ensures that ENL students receive ENL support from an ENL educator. Students in grades 6-8 receive more than the recommended minutes in order to strengthen and develop core content and language skills to ensure high school readiness. Currently all ENL students in HS receive more than the recommended minutes in order to support and strengthen content and language skills necessary for the Regents exams. Commanding students receive 90 minutes or above to help support the transitioning process.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   ENL teacher shares ENL student breakdown with staff at PD along with scaffolding suggestions to support students in core content classes. ENL teacher meets with ELA, SS, and Science teachers to discuss student progress, as well as, supports students’ need to continue to develop language, literacy, and writing skills. Information is also shared during breakout sessions on Monday PD’s, through emails, and Skedula logs. ENL teacher participates on Principal’s Instructional Cabinet Meetings as needed.

Part IV: ELL Programming
Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
   
a. Freestanding ENL program.
   
   An integrated co-teaching model is used, as well as, targeted pull-out lessons, depending on the proficiency level and language needs of ENL students. The ENL programming minutes are provided in compliance with CR PART 154 and the NYSESLAT data. At the middle school level, classes travel in blocks and are placed by grade level in heterogeneous (mixed proficiency levels) groups based on the previous school year’s NYS ELA exam. At the high school level, students are given a more individualized programming in heterogeneous classroom groupings.

   ENL programming is based on the educational philosophy that language should be taught in conjunction with academic content. ENL teacher focuses on the language needed to support students in accomplishing content tasks. Support is based on the needs of individual students. Some students may need support learning Tier 1 words, while other students may need support with fluency. All ENL students receive support with Tier 2 and Tier 3 vocabulary. Students practice and exhibit knowledge of language through speaking, writing, listening, and reading activities.

   Entering, Emerging, and Transitioning students receive targeted pull-out support in English language development (reading/writing/speaking/listening) as well as, support with content assignments and projects.

   We have an ELL tutoring club after school on Mondays where HS students tutor MS students in a supportive environment facilitated by the ENL instructor. This helps build community between HS and MS students. MS students have the opportunity to form relationships with older peers who have had the experience of learning a new language and can give advice and study tips while HS students gain self-confidence in their own language skills and abilities. HS students receive community service credit for this support. MS students self-select what assignments and skills they need support with.

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)?

   In compliance with CR PART 154, students are programmed according to NYSESLAT proficiency levels for ENL, ELA, and HLA. To ensure compliance, ENL quarterly reports from Affinity Group are analyzed and changes are made to student/teacher schedules subject to program availability. Instructional minutes are provided in both an ICT and pullout model. Entering, Emerging and Transitioning students receive instruction employing both models while Expanding and Commanding students receive instruction only in an Integrated Co-teaching model. Middle school students receive ENL support in ELA and Science classes.

   High school students receive ENL support in ELA, Math, Science, and History classes.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   All instruction is provided in English with language support focused on vocabulary development and targeted content skill. Instructional approaches are based on the concept that Language is best learned through the development of content skills, a philosophy of QTEL training by Dr. Waliqui. Students are given scaffolded support for vocabulary development and
reading/writing skills, such as sentence starters and models of language structure. Visuals are used to aid in the understanding of core content. Discussion strategies are used regularly in core content classes, helping students develop speaking skills and content skills. Students also have access to dual language dictionaries and other students who speak their home language. ENL teacher attends ELL Leadership PD series and Co-Teaching PD’s at the Affinity Group and implements ENL and Co-Teaching strategies in ICT classrooms.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
The majority of ELLs entering our school have received Freestanding ENL instruction, which means that English has become the language of academia for them. They have not had much exposure to academic vocabulary in their home language. Students are encouraged to use their home language, bilingual dictionaries, and discuss core content with peers who speak their home language. Newcomer ELLs utilize vocabulary boxes, creating their own bilingual dictionaries, using bilingual dictionaries and images to support their home language.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

All ELLs are encouraged to take advantage of after-school tutoring. All ELLs are given extended time on exams. Students receive differentiated support as needed through reading and writing scaffolds, modified texts, graphic organizers, vocabulary boxes, use of visuals to aid in conceptual understanding. ENL teachers provide targeted interventions for students as discussed in questions 8 & 9.

   a. SIFE students receive support with study and organizational skills in advisory class in order to help students acclimate to the culture of learning expected at school.

   b. Newcomer ELLs receive targeted one-on-support as needed for vocabulary and language development.

   c. Developing ELLs receive scaffolding with literacy, writing, and vocabulary skills.

   d. Long Term ELLs receive support with literacy and writing skills.

   e. Former ELLs up to two years after exiting ELL status receive support with reading and writing assignments

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Teachers use a variety of strategies to provide access to academic content areas and accelerate English language development including interactive Promethean boards, Elmo projectors, Small group, pair work, annotation, cornell note taking, word walls, glossaries, videos, visuals, reading and writing scaffolds, modified texts as needed, vocabulary boxes, ed-modo, Google Classroom, audio textbooks, color coding, verbal repetition, guided notes, various groupings, and co-teaching models. Students are grouped homogeneously and heterogeneously depending on lesson/language objective. Teachers utilize co-teaching models that will support ELL-SWDs according to the needs of students and the lesson/language objectives.

7. 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?
ELL-SWDs have more opportunities for individualized instruction. ENL teachers use one-on-one instruction to address the individual needs of students. As stated in question 8, students receive targeted support in specific areas of need. ENL teacher utilizes grouping, guided notes, verbal repetition, visuals, color-coding, etc to support ELL-SWDs. Communication about the needs and progress of ELL-SWDs occurs weekly between ENL teachers and SPED teachers. Differentiation and scaffolding are also used to support ELL-SWDs. ENL, SPED, and Content teachers practice co-teaching strategies that vary depending on the
8. 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.

All ELLs receive push-in co-teaching support in collaboration with content teachers. Literacy and writing skills are supported through the use of visuals, vocabulary boxes, graphic organizers, modified texts, and scaffolds. All services are provided in English but students are encouraged to speak with peers who speak their home language if needed. In middle school, students receive ENL support in ELA and Science classes. In high school, students receive support in ELA, Science, Math, and Social Studies classes. All ENL students are encouraged to attend after-school tutoring on Tuesdays to receive extra help with assignments.

Students receive targeted ENL support as needed. Students may receive support in developing Tier 1, 2 and 3 vocabulary, reading fluency, and writing. Entering, Emerging, and Transitioning often receive ENL support in a pull-out classroom. ENL teachers focus on developing reading/writing/speaking/listening skills, as well as, core content skills through the use of modified texts, texts at a lexile level above their reading level, vocabulary games, cloze-end activities, writing activities, etc. ENL teachers also support students in developing academic, organizational, and time-management skills to help acclimate students to the culture of learning at our school.

Targeted interventions vary depending on the needs of the students determined by the ENL instructor through classroom observations, assessments, and feedback from core content area teachers. In the year 2016-2017, two transitioning students received targeted support in fluency and sight word development, as well as, core content skills. In the year 2017-2018 two students that were expanding and transitioning received targeted support in developing reading and writing skills for content area courses. This year, 2018-2019, one transitioning student is receiving targeted support in developing fluency and sight word development, as well as, core content skills.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Due to the success of targeted ENL pull-out support, we will be continuing with targeted ENL support for Entering and Emerging students. Transitioning and Expanding students will receive targeted support as needed and determined by ENL teacher. We have implemented an ELL tutoring club where MS students receive help with homework from HS students. This after school club is driven by student needs and goals and will provide a safe space for students to receive extra help on assignments. During this time focus may also be on developing organizational and time-management skills with students during this period. ENL teachers will also be able to assess which areas students need more support with, as well as, progress throughout the year.

We will also be implementing a modified grading policy and purchasing modified texts. During Monday extended day time, we will be providing time for co-teachers to meet and plan curriculum and activities, focusing on inquiry-based work around the needs of our ELLs.

10. If you had a bilingual program, what was the reason you closed it?

N/A

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

There are no restrictions. ELLs are encouraged to participate in all after school activities and supplemental services offered.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In core content areas, teachers use Promethean boards, Google Classroom, visual aids, bilingual dictionaries, modified texts, scaffolded writing activities, vocabulary boxes, and graphic organizers. For building writing and analytical skills, ENL teacher utilizes strategies from the Hochman Method in core content classes.
In targeted ENL support, teachers use modified texts, images, videos, the Scholastic series “Words Kids Needs to Read by 3rd, 4th, 5th, 6th Grade”, Scholastic Series “Success with Writing, Grammar, Reading Comprehension”, Contintal's New York ELLs, Dolch Sight Words, Foundations Reading Library by Heinle Cengage Learning, Brain Quest games and activities for vocabulary and content development, Dix-It game cards for vocabulary development, Superteacherworksheets.com for language development. ENL teachers also utilize a variety of games such as pictionary, memory, charades, etc to support language development in an engaging and interactive environment. Various novels at the appropriate reading level are also utilized to support reading/writing/speaking/listening development.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
ENL services support home language through the use of bilingual dictionaries, vocabulary boxes, peer language support, visuals, instructional conversations, and over-the-phone translation services provided by the DOE. Students are encouraged to utilize their home language in creative projects and with other students who speak their language in the classroom. Students are also encouraged to make connections between their experiences of the world and what they are learning in class.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
In compliance with CR PART 154, students are programmed according to NYSESLAT proficiency levels for ENL. To ensure compliance, ENL quarterly reports from Affinity Group are analyzed and changes are made to student/teacher schedules subject to program availability. Instructional minutes are provided in both an ICT and pullout model. Entering, Emerging and Transitioning students receive instruction employing both models while Expanding and Commanding students receive instruction only in an Integrated Co-teaching model. Middle school students receive ENL support in ELA and Science classes. High school students receive ENL support in ELA, Math, Science, and History classes.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
N/A

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
The Young Women’s Leadership School of Queens offers 2 summer intensives led by an ELA instructor and on-site administrator to support newly enrolled students. The Summer Bridge program is one week while the TYWLS explorers program is a three-week program.

We have also formed a lasting partnership with Queens Community House that provides full 8 week summer intensive activities prior to the beginning of the school year.

Several ELLs in grades 6-7 will be attending an ELL Enrichment Summer Program sponsored by the DOE.

17. What language electives are offered to ELLs?
French, Blended Language, and Spanish

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
N/A
## 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 and non-pedagogic staff.) 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?

ELL personnel attends workshops sponsored by the DOE throughout the school year. ENL teachers are given ENL sponsored PD’s for Common Core as well as online support.

ENL teacher has attended the Affinity Group’s ELL Leadership Series and Integrated Co-Teaching PDs. Through the ELL Leadership Series, ENL teacher has incorporated QTEL teaching strategies in curriculum as well as, co-teaching strategies in ELA, Social Studies, and Science classes. ENL teacher has incorporated writing strategies from the Hochman Method and Writing Across Content PD.

2. 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.

Staff members have been provided with an ESL/ELL Survival Guide published by Joss and Bass to support the instructional transition from elementary to middle school and middle to high school. Additionally, content area teachers will attend Professional Development sessions to help reinforce new strategies they obtain. Using information gathered from teaching surveys, ENL teachers will share strategies with content teachers on how to develop and support students with language development in professional learning groups. ENL teachers also share with staff strategies learned from DOE-sponsored PD’s, as well as, strategies acquired from the Affinity Group’s ELL Leadership series and Integrated Co-Teaching PD’s.

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

## Parental Involvement

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

Once per week, all ENL homes are contacted by phone or email to discuss student success and struggles. All correspondence is recorded in Skedula. ENL teacher meets with parents at the beginning of the year to discuss goals of the program and language development in content areas. ENL teacher utilizes the EDAT to share information about student language development and areas of focus. ENL teacher shares student’s NYSESLAT level, testing accommodations, and ENL instructional break down with parents. Additionally, the ENL Coordinator works with the SPED team to support translation service for ENL students who also need IEP accommodations annually. Teachers are encouraged to use over-the-phone translation services provided by the DOE are used to communicate with families.

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

Fostering a strong family involvement is a school-wide goal. There are no restrictions on families participating in school events. All parents, including ELL families, are encouraged to participate in school-wide events. Notice of such events is given
via phone calls, flyers, and through email. Many of our ELL parents attend school events including Meet your Dad, Science Fair, Multicultural Night, Talent Show, Awards Ceremony, Art Celebrations, and Parent-Teacher Conferences.

### Additional Information

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

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Mala Panday, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>School Name: Tamar Ogburn</th>
<th>School DBN: TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Goldstein</td>
<td>Principal</td>
<td>CG</td>
<td></td>
</tr>
<tr>
<td>Manferd Korman</td>
<td>Assistant Principal</td>
<td>MC</td>
<td></td>
</tr>
<tr>
<td>Tafari Powis</td>
<td>Parent Coordinator</td>
<td>TP</td>
<td></td>
</tr>
<tr>
<td>Vannessa Burdier</td>
<td>ENL/Bilingual Teacher</td>
<td>VB</td>
<td></td>
</tr>
<tr>
<td>Juan Mendez</td>
<td>Parent</td>
<td>JM</td>
<td></td>
</tr>
<tr>
<td>Ana Vasquez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>Affinity</td>
</tr>
<tr>
<td>AV</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>Jennifer Pineda</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Coach</td>
<td>JP</td>
<td></td>
</tr>
<tr>
<td>Janet StephensCarlos Guzman</td>
<td>Coach</td>
<td></td>
<td>ESL Teachers</td>
</tr>
<tr>
<td>JS CG</td>
<td>School Counselor</td>
<td></td>
<td>Mala Panday</td>
</tr>
<tr>
<td>Principal</td>
<td>Superintendent</td>
<td>MP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Other</td>
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<td>1/1/01</td>
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<td></td>
<td>Other</td>
<td></td>
<td>1/1/01</td>
</tr>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 28Q896  School Name: The Young Women’s Leadership School  Superintendent: Mabel Sarduy

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maragarita</td>
<td>Schnall</td>
<td>Pupil Accounting Secretary</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bengali, Urdu, Haitian Creole, Spanish, Punjab, Tagalog, and Chinese.</td>
<td>Yes</td>
<td>50%</td>
<td>yes</td>
<td>100%</td>
</tr>
<tr>
<td>Tagalog</td>
<td>yes</td>
<td>50%</td>
<td>yes</td>
<td>100%</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Bengali, Urdu, Spanish, English

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly calendar</td>
<td></td>
<td>DOE resources and services are utilized.</td>
</tr>
<tr>
<td>Parent Teacher Conference Notices</td>
<td></td>
<td>Designated staff translators and student ambassadors assist in non-confidential translations</td>
</tr>
<tr>
<td>Lunch forms</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Testing Calendar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal's Newsletter by Term</td>
<td>September</td>
<td>DOE resources and services are utilized.</td>
</tr>
<tr>
<td>Middle School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TYWLS Honor Code</td>
<td></td>
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</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>4th Tuesday of the Month is face-to-face scheduled parent outreach</td>
<td>DOE resources and services are utilized.</td>
</tr>
<tr>
<td>Welcome Back Night</td>
<td></td>
<td>Designated staff translators and student ambassadors assist in non-confidential translations</td>
</tr>
<tr>
<td>Father Daughter breakfast</td>
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<tr>
<td>PTA meetings</td>
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<tr>
<td>Multi-Cultural Night</td>
<td>September-June</td>
<td></td>
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<tr>
<td>Parent Workshops on various topics</td>
<td></td>
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<tr>
<td>Portfolio Review</td>
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<tr>
<td>Advanced Placement meetings</td>
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<tr>
<td>Dinner and an IEP</td>
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<tr>
<td>Financial Aid Night</td>
<td>September-June</td>
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<td>Senior Meetings</td>
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<td>Open Houses</td>
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Designated staff translators and student ambassadors assist in non-confidential translations.
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Main office and the LAC contact the parent and utilize all translation services to communicate effectively.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

It is distributed to staff and listed as Chancellor's Regs to know in Staff Handbook.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

All will be accessible at the 4 upcoming Parent Teacher Conferences for the school year.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parents will be invited to complete a verbal and a written survey.