



EAST SIDE COMMUNITY SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: EAST SIDE COMMUNITY SCHOOL
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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mark Federman	Principal	
Carla Gonzalez	DC 37 Representative	
Tom Mullen	Admin/CSA	
Ben Wides	UFT Member	
Joe Vincente	UFT Member	
Martha Villaron	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

East Side Community High School is committed to the belief that all students can, must and will learn. We set high standards for each student and help them meet these standards by providing personal attention, a safe and respectful environment, a strong sense of community, and curriculum that is both challenging and engaging. East Side Community High School is a reflective and proactive community of educators. This school culture and tone has been deliberately cultivated through thoughtful systems and structures. Students are supported in their academic and socio-emotional development by adults who know and understand their strengths and areas for development. Also, the school has developed the ability to use qualitative and quantitative data to inform decisions made on the schoolwide as well as individualized student level. Some of the things that make us distinctive and some of our greatest accomplishments have been.

- | **Our students have shown strong growth over their years at East Side:** This is evidenced by student work, portfolios, test scores, graduation rates, and academic status growth. We received an "A" on all three of our middle school and high school progress reports issued by the D.O.E. as well as a "Well Developed" in every category of our School Quality Review.
- | **A genuine professional learning community:** Several hours are built into the schedule each week for collaborative planning, discussion about students, looking at data and student work, and professional development. In addition, all teachers are compensated for collaborative planning over the summer and volunteer to come back one week earlier than all other New York City teachers are due to return, for P.D. and curriculum planning. Furthermore, teachers attend and participate in numerous outside professional development opportunities, and all members of each discipline attend a national conference together every year.
- | **Small classes:** Classes range from 10 to 25 students, with an average class size of 20 students.
- | **Planning backwards using Understanding by Design (UbD):** All teachers plan each unit backwards using our adaptation of UbD by Wiggins and McTighe. The focus is on three stages: Stage 1—Desired Results, Stage 2—Assessment and Evidence, and Stage 3—Instruction. Teachers are required to take a collaborative planning day at the end of each unit to look at student work and evidence of learning, reflect on the prior UbD, and plan and fine-tune their new UbD.
- | **Teachers know students and their needs well:** 95% of teachers teach only 25–85 students each year, with the average being 60 students. Students are arranged in houses by grade teams, resulting in 5–8 teachers assigned to each house of 65–90 students.

- | **Extended core academic block classes:** Our students spend most of their time in core academic classes: a double English block (in 6-10th grade), an extended Math block, an extended Science block, and an extended social studies block every day.

- | **An Advisory system:** All students are in an advisory of 10 -14 students at most. This system provides for frequent communication with families, ensuring that no student is overlooked. This also ensures that students have a safe place to learn about, explore, and discuss crucial issues that affect adolescents.

- | **Portfolio system:** Students are required to complete a portfolio in each core class every year and present their portfolio to teachers, students, family members, and outside visitors at the end of each semester. "High stakes" portfolio matrices have been solidified in math and piloted this year in Science, ELA, and History. Full implementation of this as a graduation requirement has begun.

- | **Consortium school:** As members of the Consortium, in addition to Regents exams, students must complete, present, and defend Performance-Based Assessments in all subjects in order to graduate.

- | **Academic Status System:** Students are given feedback on their academic progress six times a year. For each academic progress period, students are identified into one of five academic status categories: High Honors, Honors, Good Standing, Orange Flag, or Red Flag. These status updates enable the school to monitor and communicate student progress in a timely manner. In addition, throughout the year, we review the academic progress of students and develop strategies to help improve students' academic progress. These Data Days are times when we engage in the reflective process of strategizing on how we can best support our students. In addition, attendance and 100% Respect status updates are reviewed during each marking period in order to help set goals and work on improving the entire student.

- | **Exhibitions, performance-based assessment, and reflection valued:** Student learning and assessment extend way beyond traditional quizzes and tests. In all classes students are expected to read, write, think, share, explore, solve, create, collaborate, present, question, defend, negotiate, compromise, and, most importantly, reflect upon themselves as learners.

- | **Dual grading system:** In all core subjects students are given (earn) one grade for academic achievement and another for effort and habits, thus allowing more accurate assessment of student progress and better ability to differentiate instruction.

- | **Sophisticated e-mail system:** EastSide's sophisticated e-mail listserves allow teachers to communicate regularly about student progress, support, and behavior.

- | **All students take studio arts classes:** Although we are not an arts school, all students take a studio arts class in middle school and most focus on an art in high school. We also have an art gallery that hosts 4-6 student art shows. Each show is visited by hundreds of guests and families and student artwork is auctioned off.

- | **100% Respect Campaign:** This initiative places ownership of and leadership in issues of student behavior and socio-emotional development by outlining what student-to-student, student-to-teacher, and teacher-to-student respect looks like.

- | **Staff Contributions to Greater Educational Community-**Our incredible staff makes contributions to education well beyond the walls of our school. We have teachers who regularly present and lead workshops at ASCD, NCTE, NCTM, NSTA, Schools Attuned, New Visions, Consortium, Math for Social Justice, Facing History in Ourselves, Bridges Network, Prospect and many other

conferences. We also have several staff members that teach and run workshops at NYU, Long Island University, Columbia University and Harvard University. Our staff members have won numerous grants, scholarships, awards and other accolades—too numerous to list. Furthermore, over 50% of our math staff is Math for America Scholars and several teachers have published articles in education journals and five teachers are currently writing education books that will be published in 2008 and 2009.

- | **Mentor, Model and Excellence Award School:** East Side is recognized and acts as a mentor school for Teachers College Reading and Writing Project, NYU Partnership schools, Harvard Principals Institute, A.I.R., New Visions, Leadership Academy, Excellence Award Schools and many others. We host thousands of visitors each year.
- | **Counseling services:** Extensive counseling program available to support students including a middle school guidance counselor, high school guidance counselor, 2 social workers, full time College Bound counselor, four guidance/social work interns, and full partnership with on site CUNY Middle Grades Initiative (MGI) program. We also just received a grant from Clinic Plus to provide another social worker on staff and home based family counseling services.
- | **College Bound Program:** This program provides us with a full time school-based college counselor who provides college guidance, application assistance, financial aid support, scholarship attainment, enrollment services, staff training, and curriculum. The program guides students through the complex admissions and financial aid process, ensuring that every student has access to a college education.
- | **Independent reading:** Intense focus on literacy and independent reading. All students read a minimum of 30 minutes independently in school each day and are expected to read 60 minutes each night at home. All Humanities and ELA classrooms have extensive classroom libraries, and the average student reads more than 50 books a year. Well-oiled schoolwide rituals, data collection, and mini-lessons and individualized reading conferences support this work. Our Independent Reading program is renowned as a national model.
- | **A true 6–12th-grade program:** Almost every single 8th grader (more than 90% each year) continues in our high school after middle school. Staff members of all grades collaborate to provide an articulated and appropriate 7-year curriculum and community learning experience.
- | **Commitment to self-evaluation and reflection:** As a school we are very committed to constantly seeking feedback from all members of the community and outsiders to help us to continually improve. Last year we applied for and received a grant from Comprehensive School Climate Inventory (CSCI), which provided us with a comprehensive evaluation of our school based on responses from parents, staff, and students. The data gathered from this survey was used as a focal point of our annual staff retreat.
- | **We are named one of the city's best public schools in the books Public Middle Schools: New York City's Best and New York City's Best Public High Schools: A Parent's Guide by Clara Hemphill.**
- | **University Settlement Beacon Program:** The Beacon program offers an after school program, Saturday program, Winter break program, Spring break program, and summer program. These programs provide students with academic support, tutoring, arts classes, sports teams, leadership opportunities, and jobs. Beacon also offers programs for families.
- | **Various community partnerships:** Open Road, City Kids, Revolution Test Prep, Manice Environmental Center, Hunter College MGI, BMCC Upward Bound, College Bound Initiative,

NYPD Explorers Program, New Visions, New York University, The Consortium, Coalition for Essential Schools, College Now (Hunter and John Jay), Third Street Music School, OM Yoga, First Tee, Prudential Securities, Loisaida, The Door, The Boys and Girls Project, Big Brother Big Sister of NY, and several others.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	East Side Community School								
District:	1	DBN #:	01M450	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	0	0	0		87.5/86.9	90.9/ 91.5	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability - % of Enrollment:					
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		95	94.47	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate - % of Enrollment:					
Grade 6	58	62	68	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	76	66	69		70.6	67.7	79.7		
Grade 8	85	88	72						
Grade 9	96	89	100	Students in Temporary Housing - Total Number:					
Grade 10	88	86	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	73	80	81		11	17	TBD		
Grade 12	78	74	84						
Ungraded	0	1	0	Recent Immigrants - Total Number:					
Total	554	546	559	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					6	2	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	3	1	10	Principal Suspensions	84	56	TBD		
# in Collaborative Team Teaching (CTT) Classes	86	104	101	Superintendent Suspensions	44	22	TBD		
Number all others	30	31	34						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	N/A	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	41	27	44	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	6	12	Number of Teachers	46	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	11	11	TBD
				Number of Educational Paraprofessionals	6	7	TBD

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	16	11	TBD	% fully licensed & permanently assigned to this school	100	97.9	TBD
				% more than 2 years teaching in this school	55.3	61.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	48.9	53.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	94	TBD
American Indian or Alaska Native	1.4	1.1	1.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	76.8	90.2	TBD
Black or African American	26.9	26.6	27				
Hispanic or Latino	60.8	59.7	57.4				
Asian or Native Hawaiian/Other Pacific Isl.	5.6	6.2	7.5				
White	5.2	6	5.5				
Multi-racial							
Male	52	52.2	53.5				
Female	48	47.8	46.5				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08
	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
In Good Standing (IGS)	<input checked="" type="checkbox"/>
Improvement Year 1	<input type="checkbox"/>
Improvement Year 2	<input type="checkbox"/>
Corrective Action (CA) - Year 1	<input type="checkbox"/>
Corrective Action (CA) - Year 2	<input type="checkbox"/>
Restructuring Year 1	<input type="checkbox"/>
Restructuring Year 2	<input type="checkbox"/>
Restructuring Advanced	<input type="checkbox"/>
Individual Subject/Area AYP Outcomes:	
Elementary/Middle Level	Secondary Level
ELA: Y	ELA: Y
Math: Y	Math: Y
Science: Y	Graduation Rate: Y

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√	√		√	76
Ethnicity							
American Indian or Alaska Native	-	-		-		-	
Black or African American	√	√	-	-		-	
Hispanic or Latino	√	√		√			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-		-	
White	-	-	-	-		-	
Multiracial	-	-		-			
Students with Disabilities	√	√	-	-		-	
Limited English Proficient	-	-	-			-	
Economically Disadvantaged	√	√		√			
Student groups making AYP in each subject	5	5	1	3		1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A/A	Overall Evaluation:	
Overall Score	92.3/ 79.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.0/ 15	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25.0/ 21.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.0/ 36.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3/ 7	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Many of our accomplishments were listed and referenced above in the school profile section, but some specific accomplishments and trends

- ü There have been substantial gains in our 4-year and 6-year graduation rates over the last two years—a 7% increase in both categories respectively. Also, our Graduation Rates remain high and Weighted Diploma Rates remain extremely high compared to both our Peer and City Horizons
- ü Our Learning Environment Scores remain extremely high
- ü Our attendance rate improved and was very high compared to both City and Peer Horizons
- ü Our middle school progress remains above the Peer and City Horizons in Middle School ELA and well above the Peer and City Horizons in Middle School Math

Our biggest concerns are

- ü Our middle school ELA performance and progress on the state tests has not represented our students' reading abilities, progress and love for reading
- ü A disproportionate amount of our IEP students are on Red Flag

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> Continue to Improve School wide Attendance and reach 92% this year.	<input type="checkbox"/> We went up from 87.5 to 91.4% in the last two years. We will continue with this trend to make it to 92% this year.
<input type="checkbox"/> Over 50% of our middle school students will be reading at or above grade level. The median school proficiency will be raised to 3.0	<input type="checkbox"/> Currently, our middle school ELA performance and progression the state tests do not represent our students’ reading abilities, progress and love for reading.
<input type="checkbox"/> Improve students' (specifically students with IEP) academic status by decreasing Orange and Red Flag by 10% and increasing general standing and honors by 10%.	<input type="checkbox"/> Through an increase in individualized attention and feedback only 15% of our students will be on Orange Flag and just 10% on Red Flag.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Continue to Improve School wide Attendance and reach 92% this year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> All staff members are scheduled with advisories of 10-14 students. The Advisors see these students twice a day (first and last period) and for extended periods of 45 minutes twice a week. • There are two Guidance Counselors—1 for the middle school and 1 for the high school—who monitor severe attendance cases • Also, two social workers—1 for the middle school and 1 for the high school—support the counselors in these severe cases • There is a grade supervisor (teacher, A.P. or Counselor) assigned to each grade to monitor attendance • Five Times a year at Progress Report time (every 6-7 weeks) we will review Attendance Flag Status • A student support plan is designed for each student and reviewed with student, parent and advisor. A daily e-mail is sent out by the Grade Supervisor inquiring about purpose of absence • RISAs and other reports are viewed each month by teachers and School Leaders • Oncourse system is used to report attendance emergencies and interventions</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p>Scheduling of staff and all personnel are made with the small advisory design and attendance support in mind: • All staff members are scheduled with advisories of 10-14 students. The Advisors see these students twice a day (first and last period) and for extended periods of 45 minutes twice a week. • There are two Guidance Counselors—1 for the middle school and 1 for the high school—who monitor severe attendance cases • Also, two social workers—1 for the middle school and 1 for the high school—support the counselors in these severe cases • There is a grade supervisor (teacher, A.P. or Counselor) assigned to each grade to monitor attendance</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> • School leaders review attendance daily • Grade team leaders review attendance with teams each month • Five Times a year at Progress Report time (every 6-7 weeks) we will review Attendance Flag Status
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> Over 50% of our middle school students will be reading at or above grade level. The median school proficiency will be raised to 3.0
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> ü We will continue our reading and writing workshop which include <ul style="list-style-type: none"> o Daily mini lessons and reading and writing conferences o The expectation that students read a minimum of 40 books each year ü All middle school students will be mandated to attend Saturday Test Prep Academy ü All Juniors will have test prep every Friday ü We have increased the days that our literacy coach will be at East Side and the days that Teachers College Reading and Writing Project staff developer Mary Ehrenworth will be working with our teachers ü Our inquiry team will be focusing on this objective. We have joined with Chantal Francois, a Harvard Researcher and author, who will lead us in an in-depth study of our students and reading

o We will be testing students a few times throughout the year, interviewing students, interviewing teachers and observing instruction together

ü We will identify, give special attention to, and create action plans for students who

o Were not proficient last year

o Did not make yearly progress last year

o Students in our 2010 cohort who have been held over and may not have passed the H.S. ELA Regents

□

ü Every single student who earned a 2.5 or lower will have an individual additional literacy support plan, which includes additional small group or one on one instruction. Any teacher who wants to do extra literacy support will be compensated.

a. This can include

i. Breakfast Study Groups

ii. Skills classes during the day

iii. Afterschool or Saturday skills classes or tutoring

iv. Classes during lunch

b. The content may include

i. Read180

ii. Wilson

iii. Rosetta Stone

- iv. GuidedReading
- v. Readingcoaching/conferring
- vi. Readinggroup/partner
- vii. TestPrep Practice

ü Humanities and English Classes: More attention paid to the following

- c. Makingsure that every single student is in the right book
 - i. Moreconferring and small group work
 - ii. Use(and train) extra adults in classroom and available during I.R. time
 - iii. Makesure each class and library has more books, more high interest low level books,and more non fiction books
- d. Allkids read at home
 - i. Useadvisors more to follow up with kid and parent
 - ii. Makesure that students have a place to do extra reading
 - iii. I.R.reading room after school each day for two hours
 - 1. Other spaces and plans set up
- e. Examine the test early and make sure that the language, format and skills are explicitly placed in the curriculum throughout the whole year

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Middle school classes will be kept at under 20 students per class. • Title I per session will be used for after school and Saturday morning reading intervention classes. • Title I will be used to purchase services from Teachers College Reading and Writing Project
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> -Bi-monthly TC Leveling of readers - GMRT Tests given twice a year - Interim assessments</p>

Subject Area (where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Improve students' (specifically students with IEP) academic status by decreasing Orange and Red Flag by 10% and increasing general standing and honors by 10%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Every 6 weeks students will receive an academic achievement status: High Honors (90 or above in all classes); Honors (80 or above in all classes); General standing (70 or above in all classes); Orange Flag (70 – 79 GPA w/ 2 or more D's or 1 or more F's); and Red Flag (GPA of 69 or below) · Principal's and coaches' classroom/teacher observations will focus specifically on differentiation and serving IEP students · Each student receives an individualized Student Support Plan that is updated and reviewed throughout the year by the student, parent and advisor. Several interventions

	<p>are available including breakfast study groups, after school, peer tutoring and more.</p> <ul style="list-style-type: none"> · Each grade has a weekly "kidtalk" in which students needs and interventions are discussed by all teachers and support staff · The online grading system will allow advisors, teachers, families, counselors and school leaders to track progress of all students and thus intervene proactively and accordingly
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> Every marking period we review academic status for each student and review her/his intervention plan.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health- related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	50	36	50	50				
7	46	30	46	46	10	5	10	
8	54	20	54	54				
9	50	37	50	50				
10	25	25	25	25				
11	25	25	25	25				
12	20	20	20	20				

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/></p> <p>ü Every single student who earned a 2.5 or lower on the ELA or is assessed at more than a year below on reading or writing skills will have an individual additional literacy support plan, which includes additional small group or one on one instruction. Any teacher who wants to do extra literacy support will be compensated.</p> <ul style="list-style-type: none"> a. This can include <ul style="list-style-type: none"> i. Breakfast Study Groups ii. Skills classes during the day iii. Afterschool or Saturday skills classes or tutoring iv. Classes during lunch b. The content may include <ul style="list-style-type: none"> i. Read180 ii. Wilson iii. RosettaStone iv. GuidedReading v. Reading coaching/conferring

vi. Readinggroup/partner

vii. TestPrep Practice

ü Humanities and English Classes: More attention paid to the following

c. Making sure that every single student is in the right book

i. More conferring and small group work

ii. Use (and train) extra adults in classroom and available during I.R. time

iii. Make sure each class and library has more books, more high interest low level books, and more non fiction books

d. All kids read at home

i. Use advisors more to follow up with kid and parent

ii. Make sure that students have a place to do extra reading

iii. I.R. reading room after school each day for two hours

1. Other spaces and plans set up

Examine the test early and make sure that the language, format and skills are

Mathematics:



All students in 6-12th grade are taught in small classes (an average of 20 students per class). Twice a week, these classes are extended to be 55 minutes long.

Our students receive four primary math intervention services: our Saturday Achievement Academy classes and our After School tutoring.

- All middle school students participated in a series of 5 two-hour Saturday sessions. During these sessions, students were broken into small groups and provided with individualized instruction focusing on the state mathematics standards.
- All students in grades 6-12 are provided with afterschool mathematics tutoring once or twice a week. The 6th grade also has additional support once or twice a week during the school day.
- Select students are provided with morning breakfast study groups
- Select students are provided with additional math intervention skills class 2-5 periods per week

MGI (Middle Grade Initiative) provides us with a mathematics tutor that offers in-class support to our struggling students in high school. We have also built time into the daily schedule when struggling students meet with MGI math tutors in small groups to receive individualized instruction.

Science:

All students in 6-12th grade take extended and small size science classes—spending a minimum of 1 extra hour each week with an average of 20 students per class.

All students in all grades are provided with after school science tutoring a minimum of once a week. Students who are not successful in science class are mandated to attend.

	<p>Select students are also provided with or mandated breakfast study groups and/or peer or adult tutors.</p> <p>All Science teachers place great emphasis on making the more difficult texts accessible to all students through the use of school-wide strategies and interventions. As a result, all teachers make very deliberate decisions around the texts that they are assigning and provide the appropriate support.</p> <p>This year there will be a big focus on the Common Core Standards and their support for science and literacy.</p>
Social Studies:	<input type="checkbox"/> s
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> s
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> s
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> s

**At-risk
Health-
related
Services:**

s

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Number of Students to be Served:

LEP

Non-LEP

Number of Teachers

Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

—

School:

BEDS Code: 310100011450

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		

Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$379,799	\$179,728	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,595		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,975	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$55,953	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
90%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

All 4 teachers are working to get highly qualified status. Two have licensing issues that are being resolved immediately and the other two are working on resolving their problems soon. We are also investing a lot of Title I money in professional development.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Required School-Parent Compact Provisions

East Side Community High School

School – Parent Compact 2009-2010

Family Responsibilities

Ü Attend at least one portfolio roundtable in January and one in June where we will get a chance to closely examine your child’s work

Ü Attend Family Night, at least 1 parent workshop, and at least 1 family social event or awards ceremony

Ü Attend all family conferences

Ü Attend Parent Association meetings and the Parent Institute and Fair

Ü Communicate to school personnel any concerns or needs about the school

- ÜContact your child’s advisor at least once a month to check in on her/his status.
- ÜReach out more regularly to your child’s advisor if you know your child is on flag status or struggling.
- ÜEnsure that your child attends school every day on time, and call the main office or advisor when s/he is going to be absent or late
- ÜEnsure that your child has all basic school supplies (or contact the parent coordinator or advisor in the case of a hardship)
- ÜMake sure that your child does their homework every evening (and calls the teacher if s/he needs help)
- ÜMake sure that your child reads for 45 to 60 minutes every day
- ÜNotify school when any of your contact information changes
- ÜNotify the advisor, counselor, school leader of any special circumstances that may strongly affect your child’s performance in school
- ÜRespond to all requests for your presence at school regarding your child’s safety, academic needs or behavior
- ÜReturn phone calls from school personnel in a timely manner
- ÜMake sure their children dress appropriately (follow the dress code).
- ÜParents must make sure their students follow the electronic and cell phone rules of the school.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The

compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

These have been addressed above in the school profile and needs summary sections

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

All students are expected to follow our rigorous 6-12th grade college prep program. Also, a variety of intervention services, as described throughout the CEP exist to make sure that every student is able to attain the highest level of academic achievement.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- We have extended learning time on Mondays through Thursdays with block periods
- All students in grades 6-10 take a double English period
- Each morning students are mandated to breakfast study groups
- After school academic support is provided by teachers every day. Additionally, there is a reading, writing and research lab open every day after school

- We have a free academic and social after school, Saturday and summer program offered through the Beacon program
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

The vast majority of our students are historically under served. This is taken in consideration in everything we do. It is epitomized in following Lisa Delpit's

Ten Factors Essential to Success in Urban Classrooms

1. **Do not teach less content to poor urban children, but understand their brilliance and teach more**
2. **Whatever methodology or instructional program is used, demand critical thinking**
3. **Assure that all children gain access to "basic skills," the conventions and strategies that are essential to success in American Education**
4. **Challenge racist societal views of the competence and the worthiness of the children and their families, and help them do the same**
5. **Recognize and build on strengths**
6. **Use familiar metaphors and experiences from the children's to connect what they already know to school knowledge**
7. **Create a sense of family and caring in the service of academic achievement**
8. **Monitor and assess needs and then address them with a wealth of diverse strategies**
9. **Honor and respect the children's home and ancestral culture**
10. **Foster a sense of children's connection to community - to something greater than themselves**

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- In addition to the many factors stated above and throughout the CEP, we want to highlight that we offer the following services as well as have a full time College Bound Counselor in our school:

Type of Service	Students Served	Contact	Position	Organization	Email	Hours
Counseling	Middle School	Vernon Johnson	Guidance Counselor	East Side	vernonj@eschs.org	Full time

Counseling	Middle School	Stephanie Ramirez	Social Worker	East Side	stephanier@eschs.org	Full time
Counseling	High School	Micelle Kreevoy*	Director of Guidance	East Side	gaelk@eschs.org	Full time
Counseling	High School	Gael Kavet	Guidance Counselor	East Side	michellek@eschs.org	Full time
Counseling	High School	Marcela De Girolami	Social Worker	East Side	marcelad@eschs.org	Full time
Counseling	High School	Colleen Lennon	Social Worker	Educational Alliance		
HIV / STD Testing	High School			Project Stay		
Safe Sex Counseling	High School			Project Stay		
Parent Workshops	All	All counselors				
Individual/Group Counseling	All	All counselors				
Family Guidance	All	All counselors				
Mediation	All	All counselors				

Created on 11/30/2010 - Last updated on 11/30/2010

o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Several hours are built into the schedule each week for collaborative planning, discussion about students, looking at data and student work, and professional development. In addition, all teachers are compensated for collaborative planning over the summer and volunteer to come back one week earlier than all other New York City teachers are due to return, for P.D. and curriculum planning. Furthermore, teachers attend and participate in numerous outside professional development opportunities, and all members of each discipline attend a national conference together every year.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Several hours are built into the schedule each week for collaborative planning, discussion about students, looking at data and student work, and professional development. In addition, all teachers are compensated for collaborative planning over the summer and volunteer to come back one week earlier than all other New York City teachers are due to return, for P.D. and curriculum planning. Furthermore, teachers attend and participate in numerous outside professional development opportunities, and all members of each discipline attend a national conference together every year.
-
- All teachers plan each unit backwards using our adaptation of UbD by Wiggins and McTighe. The focus is on three stages: Stage 1—Desired Results, Stage 2—Assessment and Evidence, and Stage 3— Instruction. Teachers are required to take a collaborative planning day at the end of each unit to look at student work and evidence of learning, reflect on the prior UbD, and plan and fine-tune their new UbD.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

All of the things highlighted above and in our school profile continue to attract highly qualified teachers including the fact that teachers higher one another.

6. Strategies to increase parental involvement through means such as family literacy services.

SCHOOL RESPONSIBILITIES

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards through small classes (15-25 students) and extremely well trained teachers.
- Provide parents reasonable access to all teachers, counselors and school leaders.
- Provide an email, school number and personal number for each staff member
- Make a phone call or send an email at least once a month from advisor to parent.
- Notify parent when student is falling behind in work
- Issue a returned phone call from appropriate school personnel within 48 hours and within 12 to 24 hours when stated that it is urgent

- Issue an email response within 48 hours from appropriate personnel
- Receive a progress report or report card five times a year with an accompanied parent-teacher-student conference five times a year
- Hold a scheduled conference with appropriate school personnel within 72 hours of a request. Hold an informal conference with a school representative within one school day when matter is urgent and immediately in the case of emergency
- Co-host six parent and family development workshops per year, in partnership with the Parent Association
- Send home a monthly newsletter and calendar, in partnership with the Parent Association. It will be mailed and emailed out on the 21st of each month. Parents can submit announcements or articles for the newsletter by the 14th of the prior month.)
- Provide the home or cell number of your child’s advisor, the parent coordinator, the appropriate grade supervisor, and the principal. (Please do not call after 9:00P.M. unless in the case of an emergency or otherwise given permission from that personnel.)
- Provide ongoing positive and constructive communication through phone calls, letters, and or/emails
- Provide parents opportunities to volunteer and participate in your child’s class and to observe classroom activities at any time desired
- Provide each student and family with an advisor (who will have no more than 14 students total) The role of the advisor is as follows:

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

There are several structures in place to ensure that this happens:

- **Planning backwards using Understanding by Design (UbD):** All teachers plan each unit backwards using our adaptation of UbD by Wiggins and McTighe. The focus is on three stages: Stage 1—Desired Results, Stage 2—Assessment and Evidence, and Stage 3— Instruction. Teachers are required to take a collaborative planning day at the end of each unit to look at student work and evidence of learning, reflect on the prior UbD, and plan and fine-tune their new UbD.
- **Teachers know students and their needs well:** 95% of teachers teach only 25–85 students each year, with the average being 60 students. Students are arranged in houses by grade teams, resulting in 5–8 teachers assigned to each house of 65–90 students.

- **An Advisory system:** All students are in an advisory of 10 -14 students at most. This system provides for frequent communication with families, ensuring that no student is overlooked. This also ensures that students have a safe place to learn about, explore, and discuss crucial issues that affect adolescents.
- **Portfolio system:** Students are required to complete a portfolio in each core class every year and present their portfolio to teachers, students, family members, and outside visitors at the end of each semester. "High stakes" portfolio matrices have been solidified in math and piloted this year in Science, ELA, and History. Full implementation of this as a graduation requirement has begun.
- **Consortium school:** As members of the Consortium, in addition to Regents exams, students must complete, present, and defend Performance-Based Assessments in all subjects in order to graduate.
- **Academic Status System:** Students are given feedback on their academic progress six times a year. For each academic progress period, students are identified into one of five academic status categories: High Honors, Honors, Good Standing, Orange Flag, or Red Flag. These status updates enable the school to monitor and communicate student progress in a timely manner. In addition, throughout the year, we review the academic progress of students and develop strategies to help improve students' academic progress. These Data Days are times when we engage in the reflective process of strategizing on how we can best support our students. In addition, attendance and 100% Respect status updates are reviewed during each marking period in order to help set goals and work on improving the entire student.
- **Exhibitions, performance-based assessment, and reflection valued:** Student learning and assessment extend way beyond traditional quizzes and tests. In all classes students are expected to read, write, think, share, explore, solve, create, collaborate, present, question, defend, negotiate, compromise, and, most importantly, reflect upon themselves as learners.
- **Dual grading system:** In all core subjects students are given (earn) one grade for academic achievement and another for effort and habits, thus allowing more accurate assessment of student progress and better ability to differentiate instruction.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Addressed throughout this document through advisory system, intervention services and various forms of assessments.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	Yes			379,799	True	All Goals
Title I, Part A (ARRA)	Federal	Yes			179,728	True	All Goals

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

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.)
2. Please describe the services you are planning to provide to the STH population.

Part B:

Part B - For Non-Title I Schools

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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 in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_01M450_122810-104540.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 101	District 01	School Number 450	School Name East Side Comm. H.S.
Principal Mark Federman		Assistant Principal Carla C. Gonzalez	
Coach Elisa Zonona		Coach type here	
Teacher/Subject Area Andrea Swenson / ESL & Library		Guidance Counselor type here	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Jodi Caplan	
Related Service Provider Derek Hanrahan		Other type here	
Network Leader Courtney Dowd		Other type here	

B. Teacher Qualifications

Please 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 ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	607	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	7.25%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The steps followed for the initial identification of possible ELL students at East Side Community H.S. is that the Assistant Principal, Carla C. Gonzalez, who is also the ESL Liaison, administers the Home Language Identification Survey (HLIS) where she explains the purpose for the survey and ensures that the survey is properly filled out. Both the parent / guardian is present during the administering of the HLIS which includes the informal oral interview. Translation services are also provided when needed by staff / community members or through the DOE translation phone services in order to ensure that all information is clearly communicated to the families.

The LAB-R is administered by the ESL teacher to new entrants who through the HLIS were identified as speaking a native language other than English. The LAB-R will determine initial entitlement of ESL services. The LAB-R is administered within ten days of student enrollment. Within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the Assistant Principal / ESL Liaison holds a meeting for parents whose children have scored below proficiency on the LAB- R.

Students' literacy and overall academic levels are also assessed by the ESL and content area teachers. The steps used to annually evaluate ELL's using the NYSESLAT is providing them with the minutes required of ESL instruction depending on their overall NYSESLAT scores. Coaches, School Leaders, ESL teacher, and content area teachers, look over the individual scores in each sub area of the exam (Listening /Speaking, Reading, Writing) in order to plan for appropriate academic interventions that best meet the students' needs.

2. The structures that are in place to ensure that parents are introduced to all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are to provide an orientation preferably on the first day of the child's admittance but no later than 10 days after enrollment. At this orientation parents are introduced to all three program choices and provided with an orientation where they view a DVD detailing the choices available to them. The parents are informed of our Freestanding English as a Second Language program and asked if they agree to keeping their child in our school under this model. They are then informed that they have the legal right to transfer their children to a school with the program of their choice as long as there is available space at that school. Although, they are

3. At the orientation as stated above, entitlement letters are issued in the native language as well as the Parent Survey and Program Selection forms. By the end of the orientation all forms are to be completed and returned to the ESL Liaison, facilitating the meeting. A copy of the the forms is filed and kept in the Assistant Principal's office. The original letter is placed in the child's CUM along with the HLIS.

4. The ESL Liaison reviews the RLAT report on ATS before the school year begins. This report lists the students that are mandated for ESL services. The criteria used to place indentified ELL students in our ESL instructional program is based on the LAB-R , NYSESLAT and ESL / content area assessments. After assessing the childs' academic levels we create a schedule where the ESL teacher provides Self-Contained instruction for 360 minutes per week for beginner and intermediate students. Advanced students receive 180 mintues per week. Parents are informed in their native language of the services that their child will receive in ESL instruction.

5. Students identified as needing ESL services receive support through a Free- Standing English as a Second Language Program. This is the program offered at ESCHS which has been the program of choice designated on the Program Selection forms. District 1 schools do not have bilingual or dual language programs. Free-Standing ESL is the only program offered for students at the moment as per the

office of enrollment.

6. Students are serviced in ESL for the required number of minutes as per CR Part 154 and as determined by LAB-R, NYSESLAT scores and teacher assessments. The ESL program is to provide academic instruction centered on English language acquisition as well as supporting their native language skills in order to assist students with meeting the standards of academic success. During Parent and Teacher conferences we discuss our Student Support Plans and inform the parents our goals for each academic year and how plan to support their child in achieving these goals.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	2	2	2	2	2	2	14
Push-In														0
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	18

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0

ESL	44		0																	44
Total	44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44
Number of ELLs in a TBE program who are in alternate placement:																				

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	6	3	6	4	3	7	31
Chinese								1				1		2
Russian														0
Bengali								1		1		1	1	4
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1			1	3	1		6
TOTAL	0	0	0	0	0	0	3	8	3	9	7	6	8	44

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. The organizational model at ESCHS for ESL instruction is mainly a Free-Standing ESL class with occasional Push-In times, depending on the lesson and needs of each student. ESL teachers meet periodically to plan units and provide and receive feedback on instruction for our ELL students. Depending on each indivi

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

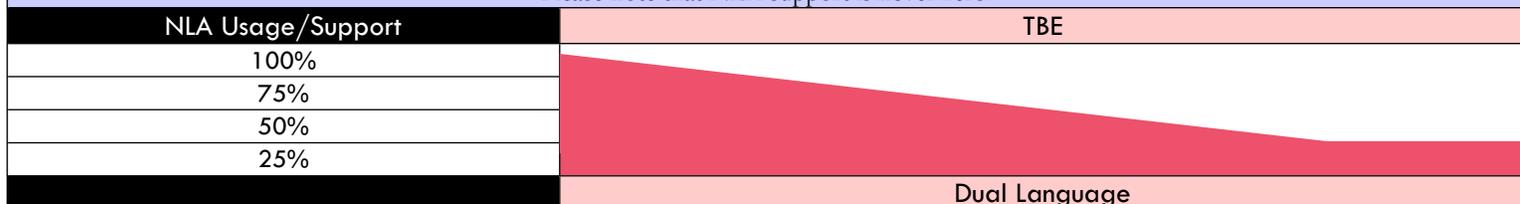
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. At ESCHS we have a variety of targeted intervention programs for ELLs in the ELA content area. All instruction is provided in English with some support in Native Language skills. The ELA program supports the highly differentiated ELA program used by all students at East Side Community High School. The ELA program, which follows the Teachers' College model, focuses upon improving students' reading and writing skills. Students are taught at their skill level and supported to reach higher language acquisition levels by reading independent reading books at their true grade and fluency level. Audio books are also used to bridge the gap so that students can manage grade level books independently. Students who are at the Beginner stage, who are reading below a P level, and need to focus on reading skills are instructed through the Wilson Reading Program. Direct instruction and guided reading models are used as part of our instruction practices. In order to address multiple components of literacy the Read 180 program has proved to be highly successful. Achieve 3000 will also begin to be used for more independent work on vocabulary and literal comprehension.

In writing instruction we focus on ensuring that ELL students are learning how to write in order to communicate. Students are instructed on how to generate language in order to express their ideas with assistance from the above stated programs alongside many QTEL strategies. A large focus is also placed on instructing students on how to acquire and enhance academic writing skills. For advanced students we focus on essay writing and interpreting quotes in preparation for the English Regents.

Additional support in other areas of instruction are offered in Math, Social Studies, and Science. A variety of texts are used to support the development of language: examples of high quality texts that will help to increase English language acquisition skills are as follows: Walker High (series) by Perfect Learning; Claudia Christina Cortez (series) from Stone Arch; Foundations for Algebra, Year One, Volume 1 by Kysh, Sallee, Hoey, Understanding Fractions, Decimals, and Percents (Connected Mathematics 2) by Lappan, Fey, Fitzgerald, Friel, Phillips; The Max Axiom (Science series); and the Graphic Citizen (series on U.S. government).

Students at ESCHS are part of a model that strives for inclusion. Teachers have been trained in Urban Schools Attuned methodology and approach. Teachers work to support students in identifying strengths and weaknesses; and to develop self-advocacy skills. The school has 2 full time certified ESL teachers who teach and support ELL skills and classes to identified students in different forms: One teacher is involved in the direct instruction. The other ESL teacher acts as a librarian and provides further consultation, books, and related materials to support core subject teachers of ELL students. This teacher also provides levels of direct instruction of certain students--based on the level of need and time.

6. For students who have reached proficiency on the NYSESLAT we will continue to assess their individual academic skills and needs. Push-in time will be scheduled once content area teachers assess and inform on the areas that students are in need of support and guidance. Students will continue to be mandated for the Breakfast Study Group and after school tutoring in which small groups of students are provided with direct instruction on reading / comprehension, writing, and mathematics support.

7. For the upcoming school year we will include the Achieve 3000 program to enhance our work with intermediate and advanced students as this program aides in independent work by the students. We will also include New York City Connected Learning Educational software. We are also considering adding on to our ESL team by highring a dually certified ESL/SpEd teacher as we are increasingly aware of needing to provide more support in order to meet our students' individual needs.

8. No programs will be discontinued.

9. During the school day students are scheduled for a Studio class. The Studio class meets 4 - 5 times a week (depending on the grade). Studio classes include: graphic arts, visual arts, winds & brass or percussion classes, dance, skateboarding, foreign language, and chess. Students are also mandated to take Physical Education throughout the school year.

Through the Beacon /Unviersity Settlement after school program, all students are immersed in a variety of extracurricular activities (vigual and graphic arts, music, dance, sports, tutoring, games, academic support, etc.) The majority of our ELL students take part in these activities as we've encouraged them to attend in order to practice their English conversation skills and to adapt even faster to the community.

10. The texts and technology programs stated above in #5, make up the mojority of our instructional materials along with the use of Rosetta Stone in order to also immerse students in every day English terms and vocabulary. Our instructional materials change along with the needs of our students so we are in constant assessment of the students' needs as well as of our teaching tools and materials.

11. Native Language support is provided through direct instruction, Achieve 3000, Wilson Reading Program, etc.

12. Required services, support, and resources do correspond to all ELLs regardless of age and grade. We look closely at each students' individual needs and levels and work from there. However, we are sure to focus on English Regents prep for H.S. students specifically and on 6-8gr State exam prep for Middle School students.

13. If students are accepted to the school by the end of June, students are invited to attend our Beacon Summer Intensive Enrichment program, where they take part in academic, social, and extra-curricular events. This allows students to be integrated into the school culture before the school year starts.

ELL students that begin with us in September are given a full tour of the school and introduced to staff. The support available and school expectations are expalined in detail. The ESL provider works closely with the students in aiding their adjustment to the language, curriculum, and community. Most students are paired up with a buddy/ mentor in their grade that will guide them through the school and assist as much

as possible in their home language.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1-3. The professional development plan for all ELL personnel at the school begins with an assessment of student data and their academic performance. Once we analyze each students' areas in need of improvement we zoom into their content area performance as well as their NYSELAT scores in order to create a plan of action. This plan of action is what guides our professional development for each semester.

Teachers are trained in the various programs for instructional support of ELLs. Training is and will continue to be provided in QTEL strategies, Wilson, Teachers College Readers & Writers Workshop, Read 180, and Multi-Sensory Reading Instruction to name a few.

Teachers are trained to explore strategies that will accelerate development and academic language in English and achievement in content areas. 7.5 hours of ELL training will take place for all teachers in order to increase the level and quality of differentiated instruction and further establish our mission as an inclusive school. The goal is to help support our increased ELL population through awareness and curriculum development. This will be in conjunction with our ongoing work and discussion around best practices through Urban Schools Attuned. This PD will provide support the Title III instructional program. Professional booksmade available for study groups include the following: Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn (ASCD); Meeting the Needs of Second Language Learners: An Educator's Guide by Judith Lessow-Hurley (ASCD). To improve knowledge and advocacy for ELL students, teacher study groups will be formed on site.

Since we are a 6-12th grade school the programs and interventions remain consistent throughout the ELL student's career at ESCHS, depending on the student's needs and level. The ESL teacher remains the same from 6-12th grade and is therefore aware of the needs of each student. Advisors from grade to grade communicate about the students academic and Social Emotional needs in order to ensure that there is consistency in the support provided to each student.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. Parents are highly involved in meetings regarding their child's academic progress as well as in the presentations / celebrations of their work. However, we are aware of the larger need of parental involvement in the school community.

After the initial parent orientation workshop that takes place for newly enrolled ESL students, we hold 3 main Parents of ELLs workshops: "Understanding the NYS Math test and Supporting Your ELL Child at Home to Prepare for It"; "English Language Arts and Literacy and How to Support your ELL Child's Language Skills Development"; and "Summertime English Support for your ELL Child at Home -- How to Keep the Learning Going Over the Summer." The purpose of these meetings is to provide strategies on how to support their child's academic success. Parents have the opportunity to voice their concerns regarding their child's academic progress and language acquisition as well as learn how to better support their child.

Parents are invited to attend a variety of events:

* Fall and Spring Parent Social events -- to invite parents into the community with the goal of building a bond with the Advisors and School Leaders.

*Parent Expo -- variety of workshops offered to support and educate families

*Family Nights -- parents are invited to visit classrooms, meet with teachers, become informed on the curriculum (including state standards and assessments) and expectations for each class, parents have the opportunity to voice their needs and expectations, etc.

*Family Reading Conferences -- the Principal, Humanities / ELA teachers, and Literacy Coach meet with families to review the literacy program at the school, conference about their child's individual reading levels, goals, and plans of action to help the child improve in their literacy skills.

*Parent Book Clubs -- The Principal sponsors parent book clubs in an effort to further expand our "community of readers" as parents are the primary role models for their children.

2. ESCHS partners with the Beacon / University Settlement Program to provide workshops for parents. However, the majority of our workshops are created and led by our school staff and coaches as we are the most aware of our services, needs of our students and families.

3. We pay extremely close attention to the DOE's Learning Environment Survey as it clearly specifies what our students' parents / guardians agree that we should maintain and what changes / improvements we need to make in the school (academics, safety, leadership, social-emotional, etc.).

4. After analyzing closely the responses of families on the DOE survey we use their feedback in our decisions of what workshops and services we will provide our parents with for that particular school year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	2	2	2	0	0	0	6
Intermediate(I)							1	3	0	5	3	2	4	18
Advanced (A)							2	3	1	2	4	4	4	20
Total	0	0	0	0	0	0	3	8	3	9	7	6	8	44

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

LISTENING/ SPEAKING	B	0						0	0	0	0	0	0	0
	I							0	4	2	2	1	0	1
	A							2	3	0	2	1	0	2
	P							1	1	1	3	4	6	5
READING/ WRITING	B							0	2	2	2	0	0	0
	I							1	3	0	2	2	2	4
	A							2	2	1	2	4	4	4
	P							0	1	0	1	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			3						3
7			5		2		1		8
8				2	1				3
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1. We use the LAB-R to inform us on students' early literacy skills as well as the Teachers College Reading & Writing leveling program. The data for this school year shows that most students are past early literacy skills as our school is a 6-12gr. school, most students have had at least 5 years of formal education in their native country / language.
2. The LAB-R and NYSESLAT have revealed to us this school year that our students are doing very well on the Listening / Speaking sections of these assessments. Out of 42 students that took the NYSESLAT in 2009 - 2010 only 5 scored Beginner in the Reading / Writing sections. More than half of our students scored Advanced on the NYSESLAT overall. We are confident that our individualized assessment and interventions will allow many of our students to attain proficiency in the coming year.
3. The patterns across the NYSESLAT modalities have focused our instructional decisions in terms of adding more intensive reading programs such as Read 180, Wilson, Achieve 3000, etc. We have also added into our daily schedule reading and writing skills classes and extra assistance before and after school.
4. a) Our ELL students are scoring below our Non-ELL students when it comes to State Exams in ELA and Math in the Middle School. We have analyzed their scores and have structured their reading and writing lessons and mathematic lessons to target their areas of need. The restructuring has taken place in both content area classes and in the ESL class in order to focus on these needs.
 b) As part of our P.D. we analyze and break down the data of all of our students. A full 2 hours a week of P.D. is provided for staff. Literacy, student progress, passing rates, etc. are constantly discussed. Inevitably our ELL students are studied closely during these Data Days, kid-talk meetings, and 6-12th grade vertical subject area meetings; in order to create plans of action to better integrate and teach the skills necessary for success. The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress.
 c) From the periodic assessments we are learning that ESL instruction and ELL intervention varies from SpEd instruction. We are learning that we need to continue to invest more staff support, time, and funding into increasing out ESL instruction.
6. As stated above, we analyze our progress and areas in need of improvement when we asses our student data during our Data Days throughout the school year (5 or 6 P.D. sessions).

Additional Information

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

Additional Information

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	East Side Community School					
District:	1	DBN:	01M450	School		310100011450

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	
	2		6	v	10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.5/86.9	90.9/	91.4 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	Student Stability - % of Enrollment:			
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		95.0	94.5	95.7
Grade 5	0	0	0				
Grade 6	62	68	73	Poverty Rate - % of Enrollment:			
Grade 7	66	69	76	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	88	72	68		70.6	79.7	82.2
Grade 9	89	100	111				
Grade 10	86	85	93	Students in Temporary Housing - Total Number:			
Grade 11	80	81	94	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	74	84	84		11	17	13
Ungraded	1	0	0				
Total	546	559	599	Recent Immigrants - Total Number:			
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	2	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	1	10	18	Principal Suspensions	84	56	4
# in Collaborative Team Teaching (CTT) Classes	104	101	111	Superintendent Suspensions	44	22	8
Number all others	31	34	41				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	47	44
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	8
# receiving ESL services only	27	44	TBD				
# ELLs with IEPs	6	12	TBD	Number of Educational Paraprofessionals	6	7	11

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	16	11	45	% fully licensed & permanently assigned to this school	100.0	97.9	97.8
				% more than 2 years teaching in this school	55.3	61.7	72.7
				% more than 5 years teaching anywhere	48.9	53.2	59.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	94.0	93.2
American Indian or Alaska Native	1.1	1.1	0.3	% core classes taught by "highly qualified" teachers	76.8	90.2	89.7
Black or African American	26.6	27.0	25.4				
Hispanic or Latino	59.7	57.4	56.6				
Asian or Native Hawaiian/Other Pacific	6.2	7.5	3.0				
White	6.0	5.5	9.7				
Male	52.2	53.5	53.3				
Female	47.8	46.5	46.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA: v	ELA: v
Math: v	Math:
Science: v	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v		v	76
Ethnicity							

American Indian or Alaska Native	-	-	-	-	-	-
Black or African American	v	v	-	-	-	-
Hispanic or Latino	v	v	-	v	-	-
Asian or Native Hawaiian/Other Pacific Islander	-	-	-	-	-	-
White	-	-	-	-	-	-
Multiracial	-	-	-	-	-	-
Students with Disabilities	v	v	-	-	-	-
Limited English Proficient	-	-	-	-	-	-
Economically Disadvantaged	v	v	-	v	-	-
Student groups making	5	5	1	3	1	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A / A	Overall Evaluation:				NR
Overall Score:	76.9 / 84	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	11.1 /	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	14.7 /	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	44.1 /					
<i>(Comprises 60% of the</i>						
Additional Credit:	9-Jul					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 101	District 01	School Number 450	School Name East Side Comm. H.S.
Principal Mark Federman		Assistant Principal Carla C. Gonzalez	
Coach Elisa Zonona		Coach type here	
Teacher/Subject Area Andrea Swenson / ESL & Library		Guidance Counselor type here	
Teacher/Subject Area		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Jodi Caplan	
Related Service Provider Derek Hanrahan		Other type here	
Network Leader Courtney Dowd		Other type here	

B. Teacher Qualifications

Please 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 ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	607	Total Number of ELLs	44	ELLs as Share of Total Student Population (%)	7.25%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The steps followed for the initial identification of possible ELL students at East Side Community H.S. is that the Assistant Principal, Carla C. Gonzalez, who is also the ESL Liaison, administers the Home Language Identification Survey (HLIS) where she explains the purpose for the survey and ensures that the survey is properly filled out. Both the parent / guardian is present during the administering of the HLIS which includes the informal oral interview. Translation services are also provided when needed by staff / community members or through the DOE translation phone services in order to ensure that all information is clearly communicated to the families.

The LAB-R is administered by the ESL teacher to new entrants who through the HLIS were identified as speaking a native language other than English. The LAB-R will determine initial entitlement of ESL services. The LAB-R is administered within ten days of student enrollment. Within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the Assistant Principal / ESL Liaison holds a meeting for parents whose children have scored below proficiency on the LAB- R.

Students' literacy and overall academic levels are also assessed by the ESL and content area teachers. The steps used to annually evaluate ELL's using the NYSESLAT is providing them with the minutes required of ESL instruction depending on their overall NYSESLAT scores. Coaches, School Leaders, ESL teacher, and content area teachers, look over the individual scores in each sub area of the exam (Listening /Speaking, Reading, Writing) in order to plan for appropriate academic interventions that best meet the students' needs.

2. The structures that are in place to ensure that parents are introduced to all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL) are to provide an orientation preferably on the first day of the child's admittance but no later than 10 days after enrollment. At this orientation parents are introduced to all three program choices and provided with an orientation where they view a DVD detailing the choices available to them. The parents are informed of our Freestanding English as a Second Language program and asked if they agree to keeping their child in our school under this model. They are then informed that they have the legal right to transfer their children to a school with the program of their choice as long as there is available space at that school. Although, they are

3. At the orientation as stated above, entitlement letters are issued in the native language as well as the Parent Survey and Program Selection forms. By the end of the orientation all forms are to be completed and returned to the ESL Liaison, facilitating the meeting. A copy of the the forms is filed and kept in the Assistant Principal's office. The original letter is placed in the child's CUM along with the HLIS.

4. The ESL Liaison reviews the RLAT report on ATS before the school year begins. This report lists the students that are mandated for ESL services. The criteria used to place indentified ELL students in our ESL instructional program is based on the LAB-R , NYSESLAT and ESL / content area assessments. After assessing the childs' academic levels we create a schedule where the ESL teacher provides Self-Contained instruction for 360 minutes per week for beginner and intermediate students. Advanced students receive 180 mintues per week. Parents are informed in their native language of the services that their child will receive in ESL instruction.

5. Students identified as needing ESL services receive support through a Free- Standing English as a Second Language Program. This is the program offered at ESCHS which has been the program of choice designated on the Program Selection forms. District 1 schools do not have bilingual or dual language programs. Free-Standing ESL is the only program offered for students at the moment as per the office of enrollment.

6. Students are serviced in ESL for the required number of minutes as per CR Part 154 and as determined by LAB-R, NYSESLAT scores and teacher assessments. The ESL program is to provide academic instruction centered on English language acquisition as well as supporting their native language skills in order to assist students with meeting the standards of academic success. During Parent and Teacher confernces we discuss our Student Support Plans and inform the parents our goals for each academic year and how plan to support their child in achieving these goals.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							2	2	2	2	2	2	2	14
Push-In														0
Total	0	0	0	0	0	0	2	2	2	2	2	2	2	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	16	Special Education
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years) 18

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	44		0								44
Total	44	0	0	0	0	0	0	0	0	0	44

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	6	3	6	4	3	7	31
Chinese								1				1		2
Russian														0
Bengali								1		1		1	1	4
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1			1	3	1		6
TOTAL	0	0	0	0	0	0	3	8	3	9	7	6	8	44

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (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])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. The organizational model at ESCHS for ESL instruction is mainly a Free-Standing ESL class with occasional Push-In times, depending on the lesson and needs of each student. ESL teachers meet periodically to plan units and provide and receive feedback on instruction for our ELL students. Depending on each indivi

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

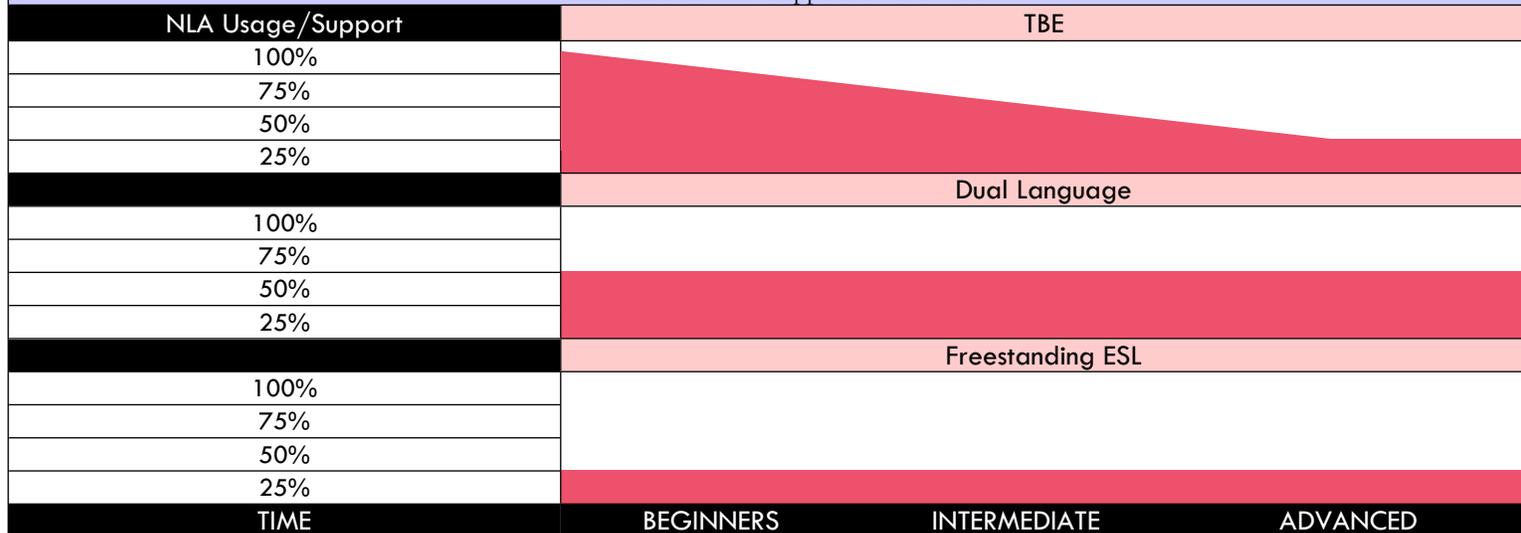
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5. At ESCHS we have a variety of targeted intervention programs for ELLs in the ELA content area. All instruction is provided in English with some support in Native Language skills. The ELA program supports the highly differentiated ELA program used by all students at East Side Community High School. The ELA program, which follows the Teachers' College model, focuses upon improving students' reading and writing skills. Students are taught at their skill level and supported to reach higher language acquisition levels by reading independent reading books at their true grade and fluency level. Audio books are also used to bridge the gap so that students can manage grade level books independently. Students who are at the Beginner stage, who are reading below a P level, and need to focus on reading skills are instructed through the Wilson Reading Program. Direct instruction and guided reading models are used as part of our instruction practices. In order to address multiple components of literacy the Read 180 program has proved to be highly successful. Achieve 3000 will also begin to be used for more independent work on vocabulary and literal comprehension.

In writing instruction we focus on ensuring that ELL students are learning how to write in order to communicate. Students are instructed on how to generate language in order to express their ideas with assistance from the above stated programs alongside many QTEL strategies. A large focus is also placed on instructing students on how to acquire and enhance academic writing skills. For advanced students we focus on essay writing and interpreting quotes in preparation for the English Regents.

Additional support in other areas of instruction are offered in Math, Social Studies, and Science. A variety of texts are used to support the development of language: examples of high quality texts that will help to increase English language acquisition skills are as follows: Walker High (series) by Perfect Learning; Claudia Christina Cortez (series) from Stone Arch; Foundations for Algebra, Year One, Volume 1 by Kysh, Sallee, Hoey, Understanding Fractions, Decimals, and Percents (Connected Mathematics 2) by Lappan, Fey, Fitzgerald, Friel, Phillips; The Max Axiom (Science series); and the Graphic Citizen (series on U.S. government).

Students at ESCHS are part of a model that strives for inclusion. Teachers have been trained in Urban Schools Attuned methodology and approach. Teachers work to support students in identifying strengths and weaknesses; and to develop self-advocacy skills. The school has 2 full time certified ESL teachers who teach and support ELL skills and classes to identified students in different forms: One teacher is involved in the direct instruction. The other ESL teacher acts as a librarian and provides further consultation, books, and related materials to support core subject teachers of ELL students. This teacher also provides levels of direct instruction of certain students--based on the level of need and time.

6. For students who have reached proficiency on the NYSESLAT we will continue to assess their individual academic skills and needs. Push-in

time will be scheduled once content area teachers assess and inform on the areas that students are in need of support and guidance. Students will continue to be mandated for the Breakfast Study Group and after school tutoring in which small groups of students are provided with direct instruction on reading / comprehension, writing, and mathematics support.

7. For the upcoming school year we will include the Achieve 3000 program to enhance our work with intermediate and advanced students as this program aides in independent work by the students. We will also include New York City Connected Learning Educational software. We are also considering adding on to our ESL team by highring a dually certified ESL/SpEd teacher as we are increasingly aware of needing to provide more support in order to meet our students' individual needs.

8. No programs will be discontinued.

9. During the school day students are scheduled for a Studio class. The Studio class meets 4 - 5 times a week (depending on the grade). Studio classes include: graphic arts, visual arts, winds & brass or percussion classes, dance, skateboarding, foreign language, and chess. Students are also mandated to take Physical Education throughout the school year.

Through the Beacon /Unviersity Settlement after school program, all students are immersed in a variety of extracurricular activities (vigal and graphic arts, music, dance, sports, tutoring, games, academic support, etc.) The majority of our ELL students take part in these activities as we've encouraged them to attend in order to practice their English conversation skills and to adapt even faster to the community.

10. The texts and technology programs stated above in #5, make up the mojority of our instructional materials along with the use of Rosetta Stone in order to also immerse students in every day English terms and vocabulary. Our instructional materials change along with the needs of our students so we are in constant assessment of the students' needs as well as of our teaching tools and materials.

11. Native Language support is provided through direct instruction, Achieve 3000, Wilson Reading Program, etc.

12. Required services, support, and resources do correspond to all ELLs regardless of age and grade. We look closely at each students' individual needs and levels and work from there. However, we are sure to focus on English Regents prep for H.S. students specifically and on 6-8gr State exam prep for Middle School students.

13. If students are accepted to the school by the end of June, students are invited to attend our Beacon Summer Intensive Enrichment program, where they take part in academic, social, and extra-curricular events. This allows students to be integrated into the school culture before the school year starts.

ELL students that begin with us in September are given a full tour of the school and introduced to staff. The support available and school expectations are expalined in detail. The ESL provider works closely with the students in aiding their adjustment to the language, curriculum, and community. Most students are paired up with a buddy/ mentor in their grade that will guide them through the school and assist as much as possible in their home language.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1-3. The professional development plan for all ELL personnel at the school begins with an assessment of student data and their academic performance. Once we analyze each students' areas in need of improvement we zoom into their content area performance as well as their NYSELAT scores in order to create a plan of action. This plan of action is what guides our professional development for each semester.

Teachers are trained in the various programs for instrucional support of ELLs. Training is and will continue to be provided in QTEL strategies, Wilson, Teachers College Readers & Writers Workshop, Read 180, and Multi-Sensory Reading Instruction to name a few.

Teachers are trained to explore strategies that will accelerate development and academic language in English and acievement in content areas. 7.5 hours of ELL training will take place for all teachers in order to increase the level and quality of differentiated instruction and further establish our mission as an inclusive school. The goal is to help suppor our increased ELL population thourgh awareness and curriculum development. This will be in conjunction with our ongoing work and discussion aroujnt best practices thourgh Urban Schools Attuned. This PD will provide support the Title III insgtrucional program. Professional booksmade available for study groups include the following: Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn (ASCD); Meeting the Needs of Second Language Learners: An Educator's Guide by Judith Lessow-Hurley (ASCD). To improve knowledge and advocacy for ELL students, teacher study groups will be formed on site.

Since we are a 6-12th grade school the programs and interventions remain consistent throughout the ELL student's career at ESCHS, depending on the student's needs and level. The ESL teacher remains the same from 6-12th grade and is therefore aware of the needs of each student. Advisors from grade to grade communicate about the students academic and Social Emotional needs in order to ensure that there is consistency in the support provided to each student.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. Parents are highly involved in meetings regarding their child's academic progress as well as in the presentations / celebrations of their work. However, we are aware of the larger need of parental involvement in the school community.

After the initial parent orientation workshop that takes place for newly enrolled ESL students, we hold 3 main Parents of ELLs workshops: "Understanding the NYS Math test and Supporting Your ELL Child at Home to Prepare for It"; "English Language Arts and Literacy and How to Support your ELL Child's Language Skills Development"; and " Summertime English Support for your ELL Child at Home -- How to Keep the Learning Going Over the Summer." The purpose of these meetings is to provide strategies on how to support their childs' academic success. Parents have the opportunity to voice their concerns regarding their childs' academic progress and language acquisition as well as learn how to better support their child.

Parents are invited to attend a variety of events:

* Fall and Spring Parent Social events -- to invite parents into the community with the goal of building a bond with the Advisors and School Leaders.

*Parent Expo -- variety of workshops offered to support and educate families

*Family Nights -- parents are invited to visit classrooms, meet with teachers, become informed on the curriculum (including state standards and assessments) and expectations for each class, parents have the opportunity to voice their needs and expectations, etc.

*Family Reading Conferences -- the Principal, Humanities / ELA teachers, and Literacy Coach meet with families to review the literacy program at the school, conference about their child's individual reading levels, goals, and plans of action to help the child improve in their literacy skills.

*Parent Book Clubs -- The Principal sponsors parent book clubs in an effort to further expan our "community of readers" as parents are the

primary role models for their children.

2. ESCHS partners with the Beacon / University Settlement Program to provide workshops for parents. However, the majority of our workshops are created and led by our school staff and coaches as we are the most aware of our services, needs of our students and families.

3. We pay extremely close attention to the DOE's Learning Environment Survey as it clearly specifies what our students' parents / guardians agree that we should maintain and what changes / improvements we need to make in the school (academics, safety, leadership, social-emotional, etc.).

4. After analyzing closely the responses of families on the DOE survey we use their feedback in our decisions of what workshops and services we will provide our parents with for that particular school year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	2	2	2	0	0	0	6
Intermediate(I)							1	3	0	5	3	2	4	18
Advanced (A)							2	3	1	2	4	4	4	20
Total	0	0	0	0	0	0	3	8	3	9	7	6	8	44

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0						0	0	0	0	0	0	0
	I							0	4	2	2	1	0	1
	A							2	3	0	2	1	0	2
	P							1	1	1	3	4	6	5
READING/ WRITING	B							0	2	2	2	0	0	0
	I							1	3	0	2	2	2	4
	A							2	2	1	2	4	4	4
	P							0	1	0	1	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			3						3
7			5		2		1		8
8				2	1				3
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

2. The LAB-R and NYSESLAT have revealed to us this school year that our students are doing very well on the Listening / Speaking sections of these assessments. Out of 42 students that took the NYSESLAT in 2009 - 2010 only 5 scored Beginner in the Reading / Writing sections. More than half of our students scored Advanced on the NYSESLAT overall. We are confident that our individualized assessment and interventions will allow many of our students to attain proficiency in the coming year.

3. The patterns across the NYSESLAT modalities have focused our instructional decisions in terms of adding more intensive reading programs such as Read 180, Wilson, Achieve 3000, etc. We have also added into our daily schedule reading and writing skills classes and extra assistance before and after school.

4. a) Our ELL students are scoring below our Non-ELL students when it comes to State Exams in ELA and Math in the Middle School. We have analyzed their scores and have structured their reading and writing lessons and mathematic lessons to target their areas of need. The restructuring has taken place in both content area classes and in the ESL class in order to focus on these needs.

b) As part of our P.D. we analyze and break down the data of all of our students. A full 2 hours a week of P.D. is provided for staff. Literacy, student progress, passing rates, etc. are constantly discussed. Inevitably our ELL students are studied closely during these Data Days, kid-talk meetings, and 6-12th grade vertical subject area meetings; in order to create plans of action to better integrate and teach the skills necessary for success. The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress.

c) From the periodic assessments we are learning that ESL instruction and ELL intervention varies from SpEd instruction. We are learning that we need to continue to invest more staff support, time, and funding into increasing our ESL instruction.

6. As stated above, we analyze our progress and areas in need of improvement when we assess our student data during our Data Days throughout the school year (5 or 6 P.D. sessions).

Additional Information

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

Paste additional information here

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		