



LOWER EAST SIDE PREPARATORY HIGH SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 01/ MANHATTAN/ 01M515

ADDRESS: 145 STANTON STREET, NEW YORK, NEW YORK 10002

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 01M515 **SCHOOL NAME:** Lower East Side Preparatory High School

SCHOOL ADDRESS: 145 Stanton Street, New York, New York 10002

SCHOOL TELEPHONE: 2125056366 **FAX:** 2122600813

SCHOOL CONTACT PERSON: Rene Anaya **EMAIL ADDRESS:** ranaya@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Siu Poon

PRINCIPAL: Martha Polin

UFT CHAPTER LEADER: Jinni Xu

PARENTS' ASSOCIATION PRESIDENT: Cheng Huang

STUDENT REPRESENTATIVE:
(Required for high schools) Hao Hui Guan

DISTRICT AND NETWORK INFORMATION

DISTRICT: 01 **CHILDREN FIRST NETWORK (CFN):** 108

NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Elaine Gorman

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/rdonlyres/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
Martha Polin	*Principal or Designee	
Jinni Xu	*UFT Chapter Chairperson or Designee	
Cheng Huang	*PA/PTA President or Designated Co-President	
Fang Xia Lin	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Manuel Quinones	DC 37 Representative, if applicable	
Yang Zhang	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jaimie Wu	CBO Representative, if applicable	
Rene Anaya	Member/ Administration	
Siu Poon	Member/ Teacher	
Victoria Rasinskaya	Member/ Teacher	
Lee Chi Lee	Member/ Parent	
Hong, Mei Ying	Member/ Parent	
Jin Lian Chen	Member/ Parent	
Hao Hui Guan	Member/ Student	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

We see our school as a community where all members make the effort to meet the needs of each individual; creating an atmosphere where learning, creativity and mutual respect take place. Students will become life-long learners, responsible and accountable, and become active participants in this society. The LESP community will embrace literacy, science, technology, visual literacy, cultural literacy and global awareness. Citizenship and service to the community and responsibility will be a cornerstone of the education process.

We are a transfer school that serves two distinct populations of students: over age, non English speaking immigrants (mostly from China) and American transfer students who have attended at least one other high school. We address all the inherent challenges of English Language Learners, over-aged, and under-credited students. Our greatest accomplishment has been graduating these students within an average of 2.5 years, considering that the majority of our students come to us speaking little or no English or having been previously unsuccessful in prior educational settings, where their needs had not been addressed. Particular to this accomplishment is the fact that, on average, approximately 40% of our students graduate with Advanced Regents Diplomas. Our 07-08 School Progress Report grade of "A" and overall score of 72.5 indicates progress made in attendance and student performance and progress on exams.

The Chinese American Planning Council through the United Way of New York City has provided opportunities to develop after school programs that remediate, enrich and support student learning. Credit accumulation and academic performance have improved as a result of all these programs. We have partnerships with: Asian Professional Extension; New York University; Hunter College; iMentor; and Asian Americans for Equality; The Young People's Chorus; Grand Street & Henry Street Settlements. Our parents support our efforts by fundraising, offering scholarships and providing ideas and feedback about how we can best serve their children;

Our school administration provides strong leadership in professional development and instructional learning by setting specific goals that are refined, tracked, and assessed. Professional Development is geared toward furthering administrative goals, both in one-on-one coaching and in workshop settings. The establishment of "Collaboration Laboratory" is a strong example of the school-wide commitment to professional development. Instead of the traditional top down lecture style presentation of information in staff meeting, the meeting is used to allow teachers to present and receive feedback on lessons.

Students, parents and teachers all participate on the School Leadership Team which serves many functions. This team provides ideas and feedback about the services offered to the school community at large. In addition, teachers serve on focus committees, the Inquiry Team, and the Collaboration Lab committee, and the. The Principal and administration have an open door policy and both formally and informally inviting feedback. One challenge we face is the limited amount of time we have to prepare Chinese English Language Learners to pass the English Language Arts Regents Examination. Students are mandated to take Native Language Arts courses in addition to three periods of English as a Second Language courses. Conversely, in order to have students graduate in a timely fashion, their content courses have to be offered in Chinese, while all the textbooks are in English. Chinese students who are new arrivals and speak little to no English are still required to sit for English Regents exams that they cannot pass. Both our participation rate and passing rate are negatively impacted and as a result we fail to meet our AYP.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input 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*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0				TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		67.1	67.3	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		77.0	77.0	95.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	236	225	259	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	174	211	200		8	100	TBD		
Grade 12	114	78	92						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	524	514	551		332	145	227		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	5	5	5						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	438	417	477	CTE Program Participants	N/A	0	72
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	7	2	7	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	0	1	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	33	34	34
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	14	16	16
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	3
	424	420	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	70.6	77.1	94.1
Black or African American	4.0	3.3	4.4	Percent more than five years teaching anywhere	61.8	71.4	TBD
Hispanic or Latino	5.0	3.1	4.4				
Asian or Native Hawaiian/Other Pacific Isl.	90.8	93.2	90.9	Percent Masters Degree or higher	91.0	97.0	97.1
White	0.2	0.4	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100
Multi-racial							
Male	53.8	52.9	57.0				
Female	46.2	47.1	43.0				

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:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): Good Standing	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓	✓	57
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander				✓	✓		
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient				✓	✓		
Economically Disadvantaged				✓	✓		
Student groups making AYP in each subject				4	4	1	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	72.5	Quality Statement Scores:	Well Developed
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	5.9	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	19.7	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	38.1	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	8.8	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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 school's 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?
-

Accomplishments

We believe that in order for instruction to be effective, we must all collect data and evidence to measure and gauge the effectiveness of teacher instruction and where our students are in terms of understanding the content and skills we offer. There are many types of internal data systems used by teachers in terms of formative assessments, i.e. daily journals, rubrics, descriptive or narrative feedback and exit tickets; as well as summative assessments, i.e. projects, tests, regents scores, and quizzes. As a school we examine different types of periodic assessments, we conduct formal and informal observations and walkthroughs, we incorporate formative assessments into our Professional Development programs and Collaboration Laboratory. We analyze student work during school wide professional development and we provide ideas and suggestions for different types of formative assessments.

Data is also consistently gathered on attendance, credit accumulation, parental involvement, student situations and needs. We use multiple sources to inform our classroom instruction and professional development. We do not rely on any one single item. We rely on a multitude of qualitative and quantitative data. We developed a chart which illustrates the use of assessments. This tool reflects the results of pedagogic and administrative teamwork.

We have developed benchmarks for our English Language Learners that define the skills and content students need to achieve in order to move to the next level. We continue to plan together to set new learning goals and to establish new rubrics and higher standards.

As part of our "Collaboration Laboratory" and our Inquiry Team, our staff collaborates in the review of student work and the formulation of follow up actions. We examine: school wide passing rates in all classes, Regents results, and PSAT and SAT results.

We know that we use data to plan and set goals because we, in conjunction, observe, analyze, and evaluate based on evidence (both observational and statistical) that is generated during the process. We then reprocess, re-evaluate and revise our work as necessary.

For example: scholarship reports are used to proactively identify needs and respond with referrals to tutoring, differentiated work, pacing changes, and teacher interventions; Data from observations and walkthroughs is used to conference with teachers regarding strengths and weaknesses of lessons; teachers use exit interviews to assess and modify future lessons. This type of cyclical assessment is utilized in all elements of school functions.

In effect we use data collection to identify and address challenges and to discuss and to share techniques for adapting instruction, sharing differentiated assignments and rubrics, and targeting instructions to those students who need the greatest support and/ or enrichment.

Strengths

Our strength is collaborating as administrators and staff to align what we learn with what and how we teach. Data is used in a variety of ways: to mandate tutoring, adapt assignments for struggling students, scaffold instruction, differentiate assignments for different levels of achievers and develop rubrics with students to provide clear expectations. A school survey is used to identify Students with Interrupted Formal Education (SIFE) who are then mandated to attend classes addressing their particular needs. As a result of our examination of school wide data including passing rates, credit accumulation, and exam scores we provide professional development for teachers to help them meet the needs of our students and peer tutoring programs, lunch time tutoring, Regents Preparation courses for struggling students. We also develop ever evolving support systems for both struggling teachers and students such as mentoring, advisory groups, teachers chat and chew and book groups.

We continue to develop school norms which solidify the common language we all use for data and evidence gathering, differentiated instructional techniques and the monitoring of individual student needs. The ground work has been laid for our staff to collaborate on these topics through professional development programs we offer through the New York City Writing Project, A.U.S.S.I.E, and our literacy coach and through our faculty led collaboration laboratory.

We have begun the difficult work of developing teacher skills to examine passing rates and various formative and summative assessments to positively affect student outcomes based on current data. We see progress in this area and continue to provide help and support to the pedagogues to foster achievement in the classroom.

Performance Trends

Our bilingual program has been very successful in terms of students passing the Regents exams in their native language. Our bilingual Social Studies, Mathematics and science Regents passing rates have ranged between 85 and 100%. Our English Language Arts Regents Examinations have fluctuated between 65 and 92%. As a result of these trends, we wrote and won a grant to have content area teachers and ESL teachers plan together so strategic elements of each curriculum area could support each other. Our Content area teachers are incorporating ESL strategies into their lessons and ESL teachers are incorporating content area information into their classes.

Meeting the mandates of No Child Left Behind poses unique challenges, particularly in preparing students with severe English Language Deficiencies to sit for the English Language Arts Regents. Chinese students, who have immigrated to New York City, speak little to no English and are in the country for one to two years are doomed to fail the ELA Regents because they are forced sit for exams they are not ready to take. Whether students fail the exam or don't sit for an exam, our passing rate or our participation rate are negatively impacted and we fail to meet our AYP.

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.

Goal Number 1

By June 2011, the results of the English Language Arts Regents Examination for all M cohort students will improve by 3% towards the achievement of the AMO as compared to the L cohort results of school year 2009-2010. We are challenging this increase in the ELA regents passing rate as this will positively impact on the LESP graduation rate. Students will continue to receive academic language support in achieving this goal via extended day classes featuring language development skills and test taking strategies. All instructional approaches will be differentiated to meet the needs of our heterogeneous ELL student population.

Goal Number 2

By June 2011, the results of the English Language Arts Regents Examination for ELLs in the M cohort students will improve by 3% towards the achievement of the AMO as compared to the L cohort results of school year 2009-2010. We will monitor the eligibility of students who may sit for both the January and June English Language Arts Regents Examinations. We will offer students several varied opportunities to develop English communication skills through our: English Speaking and Grammar clubs; outward bound trip to Camp Mason, Title III courses and through our 21st Century Learning Community Learning Center Grant.

Goal Number 3

By June 2011, the student passing rate on the U.S. History regents will increase by 2% from 93.4% to 95.4% representing approximately 3 students. Identify students who need support in US History using surveys and pre-tests. We will review and monitor the eligibility of students who may sit for both the January and June US History and Government Regents Examinations. Over the course of the year we will use the data to more finely tune our instruction to meet the needs of our students. The Saturday courses will begin in December and end in January. The Spring course will begin in May. We will review grade reports at the end of each marking period to gauge the progress of students and determine who needs further time and skill building. We will support struggling students with differentiated instruction, remediation, background content taught in ESL classes and during lunch time tutoring.

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): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the results of the English Language Arts Regents Examination for all M cohort students will improve by 3% towards the achievement of the AMO as compared to the L cohort results of school year 2009-2010.</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>We will monitor the eligibility of students who may sit for both the January and June English Language Arts Regents Examinations. We will offer students several varied opportunities to develop English communication skills through our: English Speaking and Grammar clubs; outward bound trip to Camp Mason, Title III courses and through our 21st Century Learning Community Learning Center Grant. We will employ several members of our ESL and English teaching staff to support the programs offered through various funding streams. We will have students take practice exams through their course work, as well as periodic assessments done weekly, monthly and three times a year through Scantron and Acuity. Over the course of the year and use the data to more finely tune our instruction to meet the needs of our students. The Saturday courses will begin in December and end in January. The Spring course will begin in May. ESL 3, 4, and 5 teachers will identify students in their classes (who are in the educational cohort) and who demonstrate the potential to achieve success on the English Language Arts Regents at an earlier stage in their language development. These students will be scheduled for a Saturday English Language Arts Regents Preparation course taught by an accomplished English Language Arts teacher. We will review grade reports at the end of each marking period to gauge the progress of students and determine who needs further time and skill building. Saturday courses and an extended day course for ESL 3, 4, 5 students. The Saturday courses will begin in December and end in January. The Spring course will begin in May. ESL 3, 4, and 5 teachers will identify students in their classes (who are in the educational cohort) and who demonstrate the potential to achieve success on the English Language Arts Regents at an</p>

	<p>earlier stage in their language development. These students will be scheduled for a Saturday English Language Arts Regents Preparation course taught by an accomplished English Language Arts teacher. We will review grade reports at the end of each marking period to gauge the progress of students and determine who needs further time and skill building.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>We will fund two after school classes using Title III funding during the Spring terms to support ESL students' ability to take and pass the English Language Arts Regents Examinations. We will fund additional Regents Preparation Courses in English through Fair Student Funding and the 21st Century Learning Center Grant.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The objective evidence we will use throughout the year to evaluate student progress will include: lists of students who are in the given educational cohort and have demonstrated progress in ESL classes; review counseling logs and notes to measure student progress; review teacher conference notes for grade reports; monitor class attendance and student progress; and we will do overall reviews of student progress using student data available on ARIS. We expect that students will make percentage gains over time as we provide formative and summative assessments throughout their time in these specialized courses. Because these students have been in the United States for three years or less, progress depends on their ability to learn English and our ability to identify particular weaknesses in their language acquisition and address those struggles effectively. In the end we expect that all students who attend these after school courses will pass the ELA Regents examination with a 65 or better.</p>

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the results of the English Language Arts Regents Examination for ELLs in the M cohort students will improve by 3% towards the achievement of the AMO as compared to the L cohort results of school year 2009-2010.</p>
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<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>We will monitor the eligibility of students who may sit for both the January and June English Language Arts Regents Examinations. We will offer students several varied opportunities to develop English communication skills through our: English Speaking and Grammar clubs; outward bound trip to Camp Mason, Title III courses and through our 21st Century Learning Community Learning Center Grant. We will employ several members of our ESL and English teaching staff to support the programs offered through various funding streams. We will have students take practice exams through their course work, as well as periodic assessments done weekly, monthly and three times a year through Scantron and Acuity. Over the course of the year and use the data to more finely tune our instruction to meet the needs of our students. The Saturday courses will begin in November and end in January. The Spring course will begin in May. ESL 3, 4, and 5 teachers will identify students in their classes (who are in the educational cohort) and who demonstrate the potential to achieve success on the English Language Arts Regents at an earlier stage in their language development. These students will be scheduled for a Saturday English Language Arts Regents Preparation course taught by an accomplished English Language Arts teacher. We will review grade reports at the end of each marking period to gauge the progress of students and determine who needs further time and skill building. Saturday courses and an extended day course for ESL 3, 4, 5 students. The Saturday courses will begin in December and end in January. The Spring course will begin in February. ESL 3, 4, and 5 teachers will identify students in their classes (who are in the educational cohort) and who demonstrate the potential to achieve success on the English Language Arts Regents at an earlier stage in their language development. These students will be scheduled for a Saturday English Language Arts Regents Preparation course taught by an accomplished English Language Arts teacher. We will review grade reports at the end of each marking period to gauge the progress of students and determine who needs further time and skill building.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>We will fund two after school classes using Title III funding during the Spring terms to support ESL students' ability to take and pass the English Language Arts Regents Examinations. We will fund additional Regents Preparation Courses in English through Fair Student Funding and the 21st Century Learning Center Grant.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The objective evidence we will use throughout the year to evaluate student progress will include: lists of students who are in the given educational cohort and have demonstrated progress in ESL classes; review counseling logs and notes to measure student progress; review teacher conference notes for grade reports; monitor class attendance and student progress; and we will do overall reviews of student progress using student data available on ARIS. We expect that students will make percentage gains over time as we provide formative and summative assessments throughout their time in these specialized courses. Because</p>

	<p>these students have been in the United States for three years or less, progress depends on their ability to learn English and our ability to identify particular weaknesses in their language acquisition and address those struggles effectively. In the end we expect that all students who attend these after school courses will pass the ELA Regents examination with a 65 or better.</p>
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Subject/Area (where relevant): U.S. History

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 the passing rate for all students will increase by 2% on the US History and Government Regents Examination.</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>Identify students who need support in US History using surveys and pre-tests. We will review and monitor the eligibility of students who may sit for both the January and June US History and Government Regents Examinations. Over the course of the year and use the data to more finely tune our instruction to meet the needs of our students. The Saturday courses will begin in December and end in January. The Spring course will begin in May. We will review grade reports at the end of each marking period to gauge the progress of students and determine who needs further time and skill building. We will support struggling students with differentiated instruction, remediation, background content taught in ESL classes and during lunch time tutoring.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with 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>We will fund extended day Regents Prep classes in US History and Government during the Fall and Spring terms to support ESL students' ability to take and pass the US History and Government Regents Examinations. We will fund additional Regents Preparation Courses in English through Fair Student Funding and the 21st Century Learning Center Grant.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

The objective evidence we will use throughout the year to evaluate student progress will include: lists of students who are currently taking US History 5 and culminate with the US history 6 class; review teacher conference notes for grade reports; monitor class attendance and student progress to identify students who need additional support; the Inquiry Team identifies “struggling” students based upon student outcomes on report cards and works with departments to develop teaching strategies to support these students; review counseling logs and notes to measure student progress; and we will do overall reviews of student progress using student data available on ARIS. We expect that students will make percentage gains over time as we provide formative and summative assessments throughout their time in these specialized courses. Because these students have been in the United States for three years or less, progress depends on their ability to learn English and our ability to identify particular weaknesses in their language acquisition and address those struggles effectively. In the end we expect that all students who attend these after school courses will pass the US History and Government Regents examination with a 65 or better.

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	163	72	64	37	123	N/A	103	19
11	63	32	23	19	67	N/A	27	17
12	67	31	15	17	75	N/A	-	25

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>America Reads tutors, Teacher lead tutoring sessions during lunch, Academic Interventions i.e. Paraprofessional Push in to classes, Resource teacher working with students identified, Librarian working with new ELL student admits (who come into the school as a result of rolling admissions after the first trimester) to help them catch up and or begin developing skills needed for school.</p>
<p>Mathematics:</p>	<p>Teacher lead tutoring sessions during lunch, Academic Interventions i.e. Paraprofessional Push in to classes, Resource teacher working with students identified, Librarian working with new ELL student admits (who come into the school as a result of rolling admissions after the first trimester) to help them catch up and or begin developing skills needed for school.</p>
<p>Science:</p>	<p>Teacher lead tutoring sessions during lunch, Academic Interventions i.e. Paraprofessional Push in to classes, Resource teacher working with students identified, Librarian working with new ELL student admits (who come into the school as a result of rolling admissions after the first trimester) to help them catch up and or begin developing skills needed for school.</p>
<p>Social Studies:</p>	<p>Teacher lead tutoring sessions during lunch, Academic Interventions i.e. Paraprofessional Push in to classes, Resource teacher working with students identified, Librarian working with new ELL student admits (who come into the school as a result of rolling admissions after the first trimester) to help them catch up and or begin developing skills needed for school.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Engage students in smaller advisory groups; integrate student population; continue and expand student group counseling; continue development of the career and college component of services; engage in on-going professional development for staff and maintain current counselor caseloads. Anger Management, Boys and Girls groups, as well as Bereavement groups have also been formed. Academic and career counseling; individual and group counseling; referral and placement services; family outreach and counseling; acculturation advisories; tutorial referral; and individual contracting. Attendance outreach and student retrieval are also an integral part of our program. Individual and group counseling support; academic advisement; mental health support and referral; acculturation advisories.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Not Applicable</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>Not Applicable</p>

At-risk Health-related Services:

Monitoring of immunization and inoculation status; outreach to parents and students for health insurance enrollment; referrals to health facilities for students and families; ongoing monitoring for health related issues for individual families; individual support and follow up of ill students; classroom workshops on health related topics and health fairs.

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.

Language Arts and content areas. LESP will offer after school and Saturday programs for ELL students who are mostly are newcomers (in our school for less than a year) and ELL's that are designated SIFE.

Students will be selected for these supplemental programs based on assessments including, but not limited to, NYSESLAT scores, Lab-R scores, Cohort Group and ESL level, along with report card grades.

There will be a total of six courses taught by 7 teachers. Each course will be given for 36 sessions (twice a week for one and a half hours for 18 weeks), beginning September 26, 2010 and ending June 14, 2011. Each class will have 15 students, from 10th, 11th and 12th grade classes, placed according to their ESL level.

There will be three after school courses for students in ESL 3, 4 and 5 (and above) to support those students who are struggling at each level, many of whom are identified as SIFE students. (3 courses/ 3 ESL teachers)

We will offer a Global Survey course to support students who have a limited knowledge of world history because of the level of world history taught in their country of origin and because materials and textbooks are English Language only.. (1 course/ 1 bilingual Social Studies teacher)

We will also offer a science course in forensics, genetics, or marine biology to support students' content knowledge in the sciences. (1 course/ 1 bilingual science teacher)

We will offer a Humanities based course to our ESL students taught by two English teachers. The Humanities based course will be given during the Spring Recess for intermediate ELL students. The course will be held for five days, 7 hours each day. 20 additional hours will be completed on four subsequent Saturdays. Last year we offered a course based on the Holocaust, this may change based on the needs and interests of the students. It will build on English as well as historical content and skills. This course will make connections between literature and history. Our new immigrant ELL students have had very little background in World History or American History, so this course aims to support students in these areas. We are going to make all types of literature available through use of the 5 Apple IPADS (\$4,225) The IPADS will be used as a digital reader for break out groups during class. These IPADS, used as a digital reader will give incentive to students to participate in the course and provide a varied delivery system for novels and other texts (1 course/ 2 teachers- 1 Highly qualified English teacher and 1 Highly qualified ESL teacher).

Providers for the 3 Title III ESL courses are highly qualified ESL teachers. The science and global history classes are taught by a highly qualified bilingual social studies teacher and a highly qualified bilingual science teacher. The humanities course will be taught by two highly qualified English teachers who have extensive experience working with intermediate and advanced English Language Learners.

The Language of instruction will be English in the ESL courses and the Humanities course. The science and global courses will be taught by bilingual teachers to support students in their native language ability and build on their English Language skills.

In addition to the ESL, global, science and humanities courses offered by our teachers we will offer supplemental programs co-taught by our highly qualified teachers and arts organizations in the visual arts, drama and music. Each course will be given for 36 sessions (twice a week for one and a half hours for 18 weeks), beginning February 1, and ending June 14, 2011. These programs will encourage student language growth through the visual arts, performance and through learning music.

Drama

Vivian Beaumont Theatre Program (\$3,996.00) introduces and plays up literary elements, the spoken word, literature and speaking skills which enhance the Title III program. This program is taught by a highly qualified English teacher with extensive experience working with ELL students. Students develop dialogues, poetry and other writing in English with the teaching artist. We will use Flip Cameras to document student skits and play productions. The teaching artist pushes in once a week with three separate teachers and three separate classes. This program goes on for 18 weeks per semester. 1 Highly qualified ESL teacher.

Toastmasters

Toastmasters is a public speaking course designed to give English Language Learners the opportunity to become comfortable speaking English in a non-threatening public setting to an audience of their peers and invited guests. The course follows the Toastmaster format, in which each speech session is hosted by a Toastmaster (emcee), assisted by a Jokemaster. Throughout the semester, the students will be required to give six speeches to the class; equal attention will be paid to both the written portion of the speech and the delivery of the speech. This program goes on for 18 weeks per semester. ! highly qualified English teacher.

IMentor

Our partnership with the IMentor program provides ESL 5 students with mentors from the business community. This support English language growth as students communicate with their English speaking mentors face to face and through weekly emails. Mentors give students someone to help them create plans for their current academic situation as well as post secondary plans. IMentor provides supplemental support to ESL 5 teachers once a week. Title III will fund \$1,000 of the total cost which is \$1,755.

Parental Involvement

We offer 20-25 parents a weekly, 2-3 hour course, for 14 weeks in technology and ESL. Parents are given the opportunity to learn how to utilize various computer programs including, but not limited to word processing, email, excel, conducting internet searches and checking the progress of their child on ARIS. We are giving parents very useful tools for surviving in New York City. In conjunction with this program we provide cultural opportunities for participating parents who may otherwise not have access. We provide workshops in both English and Chinese and prepare parents to see cultural performances including Broadway plays, sporting events and cultural displays and performances. This will give us fodder for discussion and connect to the parents' experience as a new immigrant. By helping to acculturate parents to their new city and community, we enhance the

opportunities of ELL parents and broaden the scope of their understanding of our culture. We do not know what shows will be available because of current pressures on the Broadway shows, but we are planning for at least 4 shows X 40 parents X \$100 tickets= \$16,000. Title will fund \$12,382 of the total cost which will be \$16,000.

Guidance

ELL's are placed in "welcome" advisories with guidance counselors who familiarize students with the educational processes they will face during their time at LESP and after. Students will work with their guidance counselors to develop plans for meeting graduation requirements before they age out, as well as developing post-secondary plans for college and or employment. Our guidance department will work with particular attention given to SIFE students and students deemed "at risk" because of their grades and the difficulties they face in learning English and being acculturated to the United States

ELLs are in special need of extended services. We address these needs with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and tutorial assistance from both ESL and content area teachers via a PM school support program including peer tutoring, remedial and enrichment ESL classes.

3 highly qualified counselors will meet with at least 10 students a week after school for 1 hour each day. This will last for 16 weeks.

Supervision

The role of the principal is to supervise the after school Title III programs to ensure quality classes in a safe environment. She will provide any and all supports to the program, which includes finding additional funding, supplies and resources that go beyond the scope of Title III funding.

The role of the Assistant Principal is to ensure quality classes through observations and the collection of Title III program lesson plans; and to ensure the safety of students during Spring Break Humanities Class, by providing security, AED trained staff. He will also provide any additional supports to the program including supplies and resources.

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.

Professional Development Program

Our professional development provider is AUSSIE. AUSSIE consultants work with the 7 Title III teachers on developing scaffolded and differentiated instruction based on several methodologies including the Sheltered Instructional model on site. These professional developers will work with the Title III teachers during and after the school day by observing their classes, providing feedback and offering professional development programs after school and on Saturdays. In addition to developing strategies for involving technology into the support of ELL classes, this professional development will support instruction in the Title III classes with the following literacy techniques:

- Conferencing
- Tutoring

- Vocabulary activities
 - Grammar lessons
 - Book Choice
 - Pairing
 - Developing extra credit assignments on website
 - Evaluating ARIS data with stakeholders
 - Change in-class group members
 - Mixed ability groupings
 - Tiered lessons
 - Bilingual translations
 - Tiered and scaffolded note taking
 - Modeling essay writing
 - scaffolding essay writing
 - providing essay template
 - Break the task down into do-able chunks
 - Modify homework
 - Train students to study efficiently
- The real strength of the school is that we allow teachers to share and experiment with various instructional techniques. For example our Collaboration Laboratory allows actual lessons with students to be demonstrated, followed by warm and cool feedback. Elements of this protocol have been developed in concert with the pedagogical staff and the administration. This unusual model continues to foster conversations and improvement in lesson delivery. There is a teacher committee constantly improving and evolving the process to refine feedback and derive maximum benefit for all teachers and students.
 - Our second strength is our collaboration with institutions of higher learning. LESP has completed nearly four years of partnerships with New York University and Hunter College that include the placement of student teachers, learning partners, professional development for our teachers and free courses. The presence of these observers and student teachers coupled with high quality professional development in areas such as the Santa Cruz Continuum has raised the level of professionalism among our teachers.
 - The administration has a firm commitment to on-site, individualized professional development. To that end, we devote a major portion of discretionary funds to providing teachers with the best consultants available. There is a full time coach on staff to further professional development initiatives and mentor teachers individually, including this year's sole first year teacher.

Section III. Title III Budget

School: Lower East Side Preparatory High School

BEDS Code: 310100011515

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) <ul style="list-style-type: none"> - Per session - Per diem 	\$40,565	<p>Teacher Per session to provide supplemental services to ELL's through small group instruction to teach supplemental courses in English and English Regents Preparation 7 teachers teaching 4 courses (378 hours X 49.89 =18,859).</p> <p>Guidance Per Session to provide individual counseling sessions focused on supporting acculturation and academic achievement to lowest performing students (240 hours x 53.38= \$12,812)-instructional narrative</p> <p>Title III Teacher Per Session for Professional Development Programs to develop effective strategies with content area teachers and ESL teachers to meet the needs of ELL population in Title III programs. Teachers will receive (7 teachers x 20 hours x 49.89= 5,239).-</p> <p>Supervisor Per Session to supervise programs offered during Spring Recess, after school and Saturdays (70hours X 52.21= 3,655). Supervise Saturday program and after school program.</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$14,700	<p>Drama instruction to LESP (\$2,250). Vivian Beaumont Theatre Program (\$3,996.00); i-Mentor Program for ESL 5, (\$1,000); Professional development from A.U.S.S.I.E. focused on working with teachers individually to develop and implement classroom technology strategies to support ELL students (8 days x \$1,154=\$7,454).</p>
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$8,253	<p>5 Apple IPADS (5 X \$845=\$4,225) to support Title III ELL classes. We will purchase scrap books and scrap booking materials (\$1,872) and two Flip Cameras (2 X 162.50 = \$325) for the Drama and Walking</p>

		Talking New York course for two semesters Supplies for parent and student course work. We will purchase 60 boxes of copy paper to support 7 Title III courses' program needs. 60 boxes of paper X 30.50 = \$1,830.
Educational Software (Object Code 199)		
Travel	\$12,382	Purchase of theatre tickets for Parents involved in ESL/ Technology and Culture course. Parent involvement in supplemental after school program promoting the use of English, Reading and Literacy. 40 theater tickets X \$100 X 4 shows = \$16,000 Parents will see The Lion King, Bloody, Bloody Jackson and other performances including sport and artistic events (based on availability) to enhance the parents understanding and acculturation to American culture.
Other		
TOTAL	\$75,900	

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.

At Lower East Side Preparatory High School, the majority of English Language Learners at our school speak either Mandarin or Cantonese. When students register for LESP they fill out surveys and have discussion with the Parent Coordinator and guidance staff in order for us to know what language they communicate.

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.

We have a teacher designated as the translator for written documents. The teacher translates all documents and letters sent to parents and students. We have several school aides who speak several dialects of Chinese as well as guidance counselors, the parent coordinator, several teachers designated guidance counselors.

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.

When a document or letter is designated for school wide distribution, we have one teacher designated as part of her sixth period assignment to translate all necessary documents. When a parent comes in to meet with teachers, counselors we designate a counselor, school aide or the parent coordinator to translate.

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.

When an interpretation is necessary we designate a teacher, a guidance counselor, the parent coordinator, or a school aide to interpret for the parent, student and teacher.

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>.

LESP does have an extensive oral and written translation program to support our school and DOE initiatives. We are confident we will fulfill section VII of Chancellor's Regulation A-663. We do hope however that many of the centrally generated documents will be translated by central.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	348,596	292,783	641,379
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,485.96	2,927.83	6,413.79
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,429.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	34,859.60	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____100%_____
6. If the percentage of high quality teachers during 2008-2009 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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Introduction:

Family and parental involvement must be part of the solution in closing achievement gap of our students according to Darling (2008). The involvement must be more than mandated legalization as required under NCLB Act (2001). District 1 is evolving in creating a family the policy which will develop the format and organizational structures that assist parents in the following:

- I. Family involvement that means the participation of parents in regular and meaningful communication involving student academic learning and other school activities
 - (A) that families play an integral role in assisting their child's education
 - (B) and families are encouraged to be actively involved in their child's education at school;
 - (C) that families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

PART II.

Description of How District I Will Implement Required District-wide Parental Involvement Policy:

A. The District Family Advocate will report two (2) times /year to the Community Education Council, the District Leadership Team, and the Presidents' Council. Here are examples of the kind of information that will be shared during these reports:

Organizations	Fall semester	Spring semester
Community Education Council	<ul style="list-style-type: none"> Plan for communicating with parent coordinators and families about district's schools of choice policy and pre-K registration 	<ul style="list-style-type: none"> Update on usage of Parent Center
District Leadership Team	<ul style="list-style-type: none"> Data of schools that have met requirements of and submitted School Leadership Team membership rosters and annual calendar of meetings 	<ul style="list-style-type: none"> Update on joint OFEA/DLT series of workshops for SLTs: topics, # of attendees
Presidents' Council	<ul style="list-style-type: none"> Update on status of every school's PTA or PA, approval of PA budget, submission of by-laws, meeting agenda 	<ul style="list-style-type: none"> Data of total parent attendance at fall and spring Parent-Teacher conferences for each school
District One Title Parent Advisory Council	<ul style="list-style-type: none"> Ensuring that all schools have an effective Title I Parent Involvement Policy and Parent/School Compact. Update on status of every school's Title I approval of budget, submission of option form and meeting attendance with agenda 	<ul style="list-style-type: none"> Update on the District Title I Council meetings

B. The District Family Advocate will support the work of the District I Presidents' Council and the Community Education Council, District I Title Parent Advisory Council and the High School Presidents' Council.

- Maintain as part of the Office of Family Engagement and Advocacy dedicated District Family Advocates. These District Family Advocates will develop and communicate the annual Family Involvement Policy.
- Fully support the District One Presidents' Council with information, space, speakers and more so that each school's representative can carry back information to all the parents in the school.
- Fully support the Community District Education Council of District One so they can provide input on educational policy. Parents in all schools must have the opportunity to voice their opinions about their school and district issues.
- Ensure that every school has a Parent Coordinator who understands the needs of the local community.
- Provide professional development workshops to Parent Coordinators, which include strategies for helping children succeed in literacy, math, science as well as the arts information on ELA and Mathematics state exams, the promotional policy and a variety of other relevant topics. Professional development is also provided to inform parents of the process of school review and school improvement.
- Ensure that there is a well-functioning Parents' Association/Parent Teacher Association with elected leadership in each school.
- Provide professional development to Parents' Association/Parent Teacher Association officers on building school communities, leadership, the Chancellor's Regulation, bylaws, fundraising, and school leadership teams.
- Encourage the District One President's Council to send a representative to the monthly Chancellor's Parent Advisory Council (CPAC) meeting to gather information provided by the Office of Family Engagement and Advocacy (OFEA) and other central divisions and departments.
- Ensure there was a District Leadership Team, which holds regular meetings in order to support the DCEP and the District One School Leadership Teams.
- Facilitate continual communication between the central Department of Education staff, the district and parent leadership in each school.
- Ensure all Title I funds are directly distributed to each school.

III. The District Leadership Team will continue to develop relationships and strategies that reinforce building parental capacity of educational school system.

A. District One will continue to involve families in the home-school connection by engaging them in their children's education. This strong collaboration between administrators, teachers, and parents significantly contributes to the high level of student achievement in the district. Families are encouraged to participate in school functions, attend President's Council Meetings and speak at Community District Education Council Meetings.

B. District One will continue to coordinate communication between home and the schools in District One with a particular focus on Early Childhood Literacy and the importance of Literacy in the early years. The District One Family Advocate along with the Community Superintendent will conduct workshops. Each Parent Coordinator will be asked to turnkey the workshop in their school and parent community.

C. District Family days in the school will be developed with input of President's Council, District Title I Parent Advisory Council, Community Educational and school communities.

Community School District One provides a unique education opportunity for the students and families of the Lower East Side, East Village and Chinatown neighborhoods, including many new immigrants from the Dominican Republic and China. With about 10,286 Pre-K- 12 students, District One is the smallest of the 32 Community School Districts but boasts 30 unique and diverse elementary, middle schools and high schools designed to meet the needs of every student and family. The thirteen elementary schools; five middle/intermediate/junior high schools; four K-8 schools; two 6-12 schools; five high schools; and one K-12 school. In District One schools are characterized by being small, having a commitment to small class sizes and offering all-day Pre-Kindergarten. District One is a District of Choice - every school is available for admission to every student in the District. There are no zoned schools in District One. Our Schools of Choice admissions policy ensures fairness, diversity and equitable access for all students to all schools.

IV. The District One Office has created an environment that has the following components with the leadership of the Community Education Council of District One and Superintendent,

- workshops on parenting skills, homework, family literacy, computer skills and math skills
- library of parenting and educational resources
- lending library of books and educational material for children/parents

laptop computer access including internet access to DOE and other informational sites, including school web pages.

- help for parents and students to gain access, skills and motivation to stay involved with their local schools.
- provide information on Off site training for large scale meetings/workshops

A. Hours of operation: Open from and 10 am to 2 pm Monday to Friday, with additional occasional scheduled weekend events, the center will operate year-round, including some school holidays except Holiday Recess. Additionally the center will be available upon request for parent-initiated meetings and events.

B. Staff: District One staff (District Family Advocate and Administrative Assistants) will support parents in basic computer skills and workshops will be scheduled for parent leaders.

C. Workshops: The workshops will address the three areas of family involvement, which are the academic, governmental, and community issues. Each area is has an importance in developing family involvement to ensure academic achievement of their child(ren).

Chancellors Regulations	Academic	Community Issues
Parent Involvement (A-660)	Promotional Requirements	Safety (Safe Haven)
SLT (A-655) Budgeting and team work	Literacy Skills - – how to prepare for tests	Gang Awareness
Fiscal Responsibilities	Math Skills – how to prepare for tests	Housing
CEC (D-140. 150, 160) Selection Process Applications for the District Community Education Council and Citywide High School Council	Computer Skills – how to manage the DOE Web Site	Temporary Housing
The Department of Education Discipline Code	Parent-teacher conference Questions for effective discussion	Health Issues
Registration and admission information	1. Special education and the IEP process 2. Letters on academic intervention services for children with promotion in doubt	1. The middle school choice process 2. The high school choice process 3. Information on specialized high school exams

V. Leveraging community resources to supports school-family partnerships. The District One staff will develop partnerships to provide comprehensive social and medical services to families, housing and employment co-sponsors special events and outings with the local YMCA, Boys and Girls Clubs, Ryan NENA pediatric clinic, Grand Street University and Henry Street Settlements, Educational Alliance, Third Street Music Settlement, Middle Collegiate Church, Studio in a School, and Partnership With Children

VI Outreach: To reach as many parents as possible, OFEA staff along with parent volunteers will publicize the office's resources. OFEA staff can work with each school parent coordinator to sign parents up for school tours, answer questions about the schools, and provide parents and students with opportunities to use the center's technology and literacy resources.

OSEPO officials will coordinate school choice informational fairs at appropriate times in the enrollment cycle (early Childhood/ Middle school/Elementary/ G and T/ High School) to bring together schools, parents and CBO's in the community with the assistance of District I Staff.

Darling S., "Family Must Be a Part of the Solution in Closing the Achievement Gap"
The National Center for Family Literacy in Louisville, KY. Copyright © 2008 Heldref Publications

Donlan, Lisa "Proposal for Parent Center District", 2008 New York

Phillips, Daniella, Superintendent District I, 2008

Carney-Hall, K., "Understanding Current Trends in Family Involvement" NEW DIRECTIONS FOR STUDENT SERVICES, no. 122, Summer 2008 © Wiley Periodicals, Inc.
Published online in Wiley InterScience (www.interscience.wiley.com) • DOI: 10.1002/ss.271

Taub, D. "Exploring the Impact of Parental Involvement on Student Development"
NEW DIRECTIONS FOR STUDENT SERVICES, no. 122, Summer 2008 © Wiley Periodicals, Inc.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

LOWER EAST SIDE PREPARATORY HIGH SCHOOL

145 Stanton Street, New York, NY 10002 Tel.347.563.5445 Fax. 212.260.0813
Ms. Martha Polin, Principal Ms. Cheechee Kung, Parent Coordinator.

School Parent Compact

School Responsibilities

Lower East Side Preparatory High School will:

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 as follows:

1. To continue to expand existing classroom libraries to engage students in reading and writing.
2. To provide intensive professional development using both internal (Principal, Asst. Principal, coaches) and external resources; staff developers. Inclusion of all components of a balanced literacy program: Independent Reading; independent writing; shared reading; interactive writing; read aloud; word study; guided reading; double period literature blocks; and literature circles.
3. Introduce an AP Biology class.
4. Visit historical sites and museums for subject area enhancement.
5. Provide ELL students with materials in their native language(s).
6. Use modern technology such as internet to search and collect primary materials for classroom use.

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
On October 29, 30, 2009 and on March 18, 19 2010

Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

Report cards will be given six times a year. Teachers are available as needed to meet with the parents. Parents are encouraged to communicate with the Parent Coordinator for the interim updates.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

As above.

Provide parents opportunities to volunteer and participate in their child's' class, and to observe classroom activities as follows:

Parents are welcome to school anytime.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

Supporting my child's learning by making education a priority in our home by:

1. Making sure that he/she comes to school every day on time.
2. Making sure that all homework assignment and school projects are completed on time.
3. Providing an environment conducive for study.
4. Monitoring the amount of your child spends on television and computer games.
5. Communicating positive values and character traits, such as respect, hard work and responsibility.

Volunteering in my child's classroom:

Participating, as appropriate, in decisions relating to my children's education;

Participating in school activities on a regular basis;

Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

Reading together with my child every day;

Providing my with a library card;

Communicating positive values character traits, such as respect, hard work and responsibility;

Respecting the cultural differences of others;

Helping my child accept consequences for negative behavior;

Being aware of an following the rules and regulations of the school and district;

Supporting the school's discipline policy;

Express high expectation and offer praise and encouragement for achievement.)

	Print Name	Signature	Date
Parent			
Student (If applicable)			

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signings the School-Parent Compact will be helpful, signatures may be encouraged).

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.
Assessment is done school wide in consultation with staff and the School Leadership Team. As a school we have decided to focus on AYP and graduation rate because this is how the school is assessed by the state.

2. Schoolwide reform strategies that:

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

The school maximizes any and all opportunities for advanced levels of student achievement. Many school clubs attract significant numbers and meet during the school day, such as: The English Club, Student Government, and Mouse Squad. The school also runs an extensive and well attended after school and Saturday school program that provides for Regents prep and other academic support such as, English Literature, ESL Reading, Genetics, ESL A (for newcomers), Comic Book writing and Bilingual Peer Tutoring, . AP Calculus and AP Chinese courses are also offered. These program funds are supplemented by a partnership with the Chinese American Planning Council..

- 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.
 - See above. Summer school is offered every year. Also, the school-wide vision, philosophy, and professional development supports instructional strategies that are research based such as balanced literacy, workshop style, point of entry model, differentiated instruction, constructivist teaching, and hands-on, project based and cooperative learning. We offer a wide variety of support and enrichment classes during our extended day programs after the end of the regular school day. Over twenty courses in English, science, physical education and Regents preparation in all subject areas. Over 300 students are involved with our Extended Programs.
- o Help provide an enriched and accelerated curriculum.
 - Student Chorus, Hip Hop dance class, yoga, origami, chess, film making, studio arts, toast masters, and ping pong club are just some of the examples of popular after school classes that provide enrichment. In addition, there is a very popular Ballroom Dancing class that is offered during the school day offered by Dancing Classrooms. This program foster communication and encourages to students' confidence. We will also offer OdysseyWare for students to make up credits online both as a supplementary program and a stand-alone program. We will also invest in United

Streaming to gain access to educational films on a variety of topics and at a variety of instructional levels. We will also invest in equipment to upgrade our physical education facilities.

- Meet the educational needs of historically underserved populations.
 - See above. Five percent of the students attending LESP are American born transfer students. These students are the focus of several efforts at the school to increase their performance. Specifically, individual teachers have set professional development goals addressing the needs of these students. These goals will be supported by the professional developers on staff through individual coaching and school-wide staff development sessions that are focusing on differentiation. There is also a follow up effort to track alumni and interview them about how to improved college success rates.
 - For example every year we have an alumni day. We videotape the discussion we have with alumni about how Lower East Side Preparatory High School prepared them for college and life after high school. We learned that students wanted more opportunities to speak English. As a result we designed our professional development programs with an increased focus on literacy across the curriculum. We worked with teachers to incorporate literacy, more vocabulary and more language into their lessons. We also started an English club, whereby students who have stronger speaking skills practice speaking with students with weaker English Language skills.
 - We also provide ESL 5 and 6 students with mentors through IMENTOR. The students have formed positive and valuable relationships with career minded individuals from the world of business.
- 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.
 - There are four guidance counselors on staff that intensively support incoming students who have a great deal of urgent needs. Many students are recent immigrants who need help with housing, jobs, and other social services. The guidance department also provides extensive college counseling and brings in outside experts to help students with their college applications and college success. The college acceptance rate is 85%.
 - Students also have access to a variety of technological training through Mouse Club, a high level of technologically based teaching, and classes designed to teach students a variety of technical skills, such as an after-school photo shop class.
 - We also offer VATEA funded courses in Web Design, Photoshop, and an Introductory Course to basic computer skills for new immigrants. Students who excel are encouraged to take certification exams in Microsoft Office and Excel.
- Are consistent with and are designed to implement State and local improvement, if any.
 - All programs support the development of language acquisition and literacy skills of ELL students. See Lap Educational Policy.

3. Instruction by highly qualified staff.
As per our BEDS information 100% of our school staff is highly qualified in their content area.
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.
Professional Development Plan – We are focusing our yearly professional development on best practices. ESL strategies and methodologies are imbedded across the curriculum. Administrators, bilingual content area teachers, Native Language Arts teachers and ELL teachers participate in collaboration laboratory by sharing best practices and receiving feedback from their peers and staff developers. Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. The Professional development is provided via bi-weekly after-school workshops and “Collaboration Labs” combining small group instruction, demonstrations using real students and the Japanese Lesson Planning Model. Additionally, there is on-going support provided by the district ELL Curriculum Instructional Specialist, Teacher Center staff developer, AUSSIE, the New York City Writing Project, QTEL and the office of ELL's. Staff developers are on site for the equivalent of three days per week in addition to our full time, on-staff teacher center/ literacy coach. Administrators participate in all staff development areas, as well as planning for the professional needs of staff in meeting the needs of our students. Administration also collaborates with retired a Deputy Superintendent and a former principal to develop ongoing educational plans and strategies which meet the needs of our staff and students. Our Professional Development Plan includes time for teachers to share information about students as well as analyzing with samples of student work. Administrators and Professional developers work with teachers to develop instructional strategies for using data provided through periodic assessments, NYSESLAT scores and student folders. All of our professional development activities revolve around how we support our ELL students, especially since they make up more than 90% of our population. Over the course of a year teachers are involved with far more than 7.5 hours of professional development to support ELL students. During professional development days, designated by the chancellor, we conduct half day and day long professional development sessions for all staff, focused on ELL strategies. In addition, twice a month for an hour, teachers share best practices with their peers during “Collaboration Laboratory.” We also provide the equivalent of three days of staff development per week through our work with AUSSIE and the New York City Writing Project. Each of three staff developers works with teachers throughout the school day to develop lessons and strategies to primarily address the needs of our ELL population. We maintain sign in sheets, agendas and professional development logs of assistance. We will also send teachers to Professional Development Opportunities such as the STANYS conference and the NYSEC Conference. We will also continue developing teachers' expertise in Smart Board usage in the classroom by sending teachers out to professional development opportunities and having trained teachers turnkey skills to other teachers.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
The real strength of the school is the creation of a school that allows teachers to share and experiment with various instructional techniques. For example our Collaboration Laboratory allows actual lessons with students to be demonstrated, followed by warm and cool feedback. Elements of this protocol have been developed in concert with the pedagogical staff and the administration. This unusual model continues to foster conversations and improvement in lesson delivery. There is a teacher committee constantly improving and evolving the

process to refine feedback and derive maximum benefit for all teachers and students. This has become increasingly important as the UFT contract does not provide much time for Professional Development.

Our second strength is our collaboration with institution of higher learning. LESP has completed nearly two years of a partnership with New York University and Hunter College including the placement of student teachers, learning partners, professional development for our teachers and free courses. The presence of these observers and student teachers coupled with high quality professional development in areas such as the Santa Cruz Continuum has raised the level of professionalism among our teachers.

The administration has a firm commitment to onsite, individualized Professional Development. To that end, we devote a major portion of discretionary funds to providing teachers with the best consultants available. There is a full time coach is on staff to further initiatives and mentors one teacher at a time.

6. Strategies to increase parental involvement through means such as family literacy services. Parents, students, teachers and other members of the community play significant roles in decisions about school instruction. They are all major players in the decision making process. We are a collaborative school in the true sense, because we believe to be effective, we have to listen to our constituents. We offer our parents ongoing courses in English and technology skill building, as well as workshops dealing with health, financing college and immigration issues. The School Leadership Team and Parent Association are an important part of our decision making processes. We provide facts and information and we ask for ideas and feedback. Our parent Coordinator plays an active role by informing and engaging parents in school activities, mainly through our parent newsletter. We continue to have focus groups with teachers and students to inform the administration and develop supports for the school community as a whole. We will also advertise the service provided by our school through radio and newspaper advertising. This will attract parents that are looking for the particular services offered by our school. We will offer incentives for parents to attend meetings including food and transportation.
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.
Not applicable.
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.

LESP's School Inquiry Team involves all the teachers in the school. Each department sends a representative to the weekly Inquiry Team Meeting. We discuss students and share strategies for supporting their academic needs. We share strategies with each department and track the effectiveness by monitoring student progress on formative and summative assessments. We also develop research models to track student progress and continually make adjustments to meet the needs of the students. We are continually evolving our professional development model to meet the needs of the teachers, so they in turn will meet the needs of our students. Our Teacher Center staff developer holds a weekly chat and chew lunch to discuss and share teaching strategies.

Teachers and Administrators are exploring and sharing ideas about the use of IPADs, IPODS, Smart Boards and recording devices. We are investing in these new technologies to develop new strategies for engaging students and supporting their language development.

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.

As well, the ESL department functions as a sort of first line of defense for incoming students. The individualized and personalized nature of the ESL pedagogy means that ESL teachers are often the first teachers to recognize and pinpoint individual students' needs and difficulties. These teachers serve as liaisons between the students and the services that LESP provides and can direct them toward.

Struggling students and at risk students are also placed in a specialized small class to work with the special education teacher.

The guidance department also pulls out students for small informal counseling sessions and group sessions that provide practical and emotional support for at risk students. Students that need additional support are referred to outside agencies.

The Inquiry Team in concert with all departments identifies struggling students in the current year's cohort. We then develop and assess strategies used to support these students.

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.

We have a partnership with Health Corps, lead by Dr. Memhet Oz, that provides us with a Health Corps Intern who provides programs for the entire school community promoting healthy choices through diet and physical activity. We have a VATEA grant that offers courses that can earn students certification in Microsoft Office programs including Word and Excel as well, we have students develop expertise in web design and using Photoshop.

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 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			348,596	✓	20; 40-41
Title I, Part A (ARRA)	Federal	✓			292,781	✓	41-43
Title II, Part A	Federal			✓			
Title III, Part A	Federal	✓			75,900	✓	21-27
Title IV	Federal			✓			
IDEA	Federal	✓			969	✓	40
Tax Levy	Local	✓			3,171,244	✓	10-16; 40-41

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

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.
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 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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: 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.)
0 as of 10.29.2010
2. Please describe the services you are planning to provide to the STH population.

Any students reported as living in temporary housing will receive one to one counseling with his or her guidance counselor. School will provide outer clothing and all school materials such as books, regents review materials, calculators, notebooks, etc... Students will receive one to one tutoring services through the school partnership with NYU. Students will receive information from the health liaison about free medical and dental coverage throughout the city. Students will receive aid in getting all immunizations required by the DOE. Students will receive access to school events that require a fee through a voucher system.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Lower East Side Preparatory High School						
District:	1	DBN:	01M515	School		310100011515	

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9		Ungraded	
	2		6		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				NR
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		67.1	67.3	77.8
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		77.0	95.5	95.5
Grade 9	0	0	0				
Grade 10	225	259	289				
Grade 11	211	200	204	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	78	92	80		8	100	62
Ungraded	0	0	0				
Total	514	551	573	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					332	145	227

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	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	5	5	3				

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	72
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	417	477	TBD	Number of Teachers	33	34	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	16	10
# receiving ESL services only	2	7	TBD				
# ELLs with IEPs	0	1	TBD	Number of Educational Paraprofessionals	0	0	3

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
	424	420	527	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.6	77.1	79.4
				% more than 5 years teaching anywhere	61.8	71.4	82.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	97.0	97.1
American Indian or Alaska Native	0.0	0.0	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	3.3	4.4	2.1				
Hispanic or Latino	3.1	4.4	3.5				
Asian or Native Hawaiian/Other Pacific	93.2	90.9	93.7				
White	0.4	0.4	0.5				
Male	52.9	57.0	56.2				
Female	47.1	43.0	43.8				

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	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated 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:

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

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				v	v	v	57
Ethnicity							

American Indian or Alaska Native						
Black or African American				-	-	-
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	
Multiracial						
Students with Disabilities				-	-	-
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	90.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	9.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	22.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	45.9					
<i>(Comprises 60% of the</i>						
Additional Credit:	12					

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 108	District 01	School Number 515	School Name Lower East Side Prep
Principal Martha Polin		Assistant Principal Rene Anaya	
Coach Gail Sternfeld		Coach type here	
Teacher/Subject Area Richard Ciriello		Guidance Counselor April Chan	
Teacher/Subject Area Teresa Devore		Parent Cheng Huang	
Teacher/Subject Area Henry Ruan		Parent Coordinator Cheechee Kung	
Related Service Provider Luquan Wang		Other Rhonda Huegel	
Network Leader Sumita Kaufheld		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	12	Number of Certified Bilingual Teachers	13	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	13	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	5

C. School Demographics

Total Number of Students in School	589	Total Number of ELLs	531	ELLs as Share of Total Student Population (%)	90.15%
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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. At the LESP intake process, the following steps are taken in order to identify possible ELL students:

a. The Home Language Identification Survey is conducted by our Guidance Counselors. The Parent/Guardian fills out the HLIS. If a language other than English appears on one or more of the questions on the HLIS the student and parent are seen by our LAB/BESIS Coordinator for an interview. The LAB/BESIS Coordinator reviews the HLIS forms to determine students in need of LAB testing. In addition, the mandated DOE for, identifying students in need of the LAB is completed for data input.

b. If students have attended a prior NYC school, the LAB/BESIS Coordinator searches ATS for a prior LAB-R test score and records such score and date onto the intake form. If no score exists, the LAB test is administered. All students coming from China receive the LAB-R test.

c. Students are given an informal interview and written assessment in English to determine the ESL level for programming. In addition, an informal interview and written assessment in their native language is administered to determine NLA literacy skills.

d. Our LAB/BESIS Coordinator and our Guidance staff involved in this process are state certified in ESL and Guidance, respectively. These staff members have extensive experience in their field as well as participating in the Intake process at LESP.

e. The NYSESLAT is administered once yearly. ESL and bilingual –certified staff conduct oral student assessments. The reading, writing and listening subtests are administered on one day to all entitled ELL students. This process is coordinated by the AP, Administration and the LAB/BESIS Coordinator. The NYSESLAT scores are entered into the system during the summer after they have been submitted to the Regional assessment coordinator. In the fall, the LAB/BESIS Coordinator prints a NYSESLAT report of scores to determine updates in student placements. This information is forwarded to the guidance department and all LESSP supervisors.

2. At Intake, the Parent Coordinator meets with every parent of potential students. A DOE video for parent orientation is shown. This video describes the transitional, bilingual and ESL programs for parents. The Parent Coordinator further explains the video and answers any parent questions which may arise in the native language of the parent. The Parent Coordinator will also introduce the parent of the Leadership Team concept and the Parent Association. The Parent Coordinator uses the universal phone master system to reach out to parents and families. In addition, a bi-monthly newsletter is sent to the families to provide updates on school issues as well as important calendar dates. Also, during the parent interview at intake, the bilingual guidance counselor and the parent coordinator explain student program choices. LESP offers transitional and/or free-standing ESL programs. Guidance staff will recommend an appropriate program choice based upon the assessment at Intake. Parent Surveys are completed at this interview which includes student program selections. Students are the programmed and commence attending class within 1 to 3 days.

3. The LAB/BESIS Coordinator and Guidance Counselors inform the parents, in writing, of the results of the LAB-R and/or NYSESLAT. These letters address entitlement to appropriate program for these ELL students. The Parent Surveys and Program Selection form is completed and signed at the school during the intake process. They are maintained at the school as a matter of record.

4. LESP ensures appropriate placement in language programs through effective parent involvement during and after admissions processing. At registration the Parent Coordinator and counselors discuss the varying types of services provided to ELL students such as Bilingual Education Programs and Freestanding ESL programs. To ensure that parents understand all three program choices, the parent coordinator conducts the Parent Orientation. She sits with all ELL parents as they watch the Orientation Video at intake in their native language. When the video is finished, she answers questions, and explains anything the parents don't understand. Parents fill out and sign the Course Selection Form only they fully understand their choices. The Parent Coordinator explains the Bilingual/ ESL/ English Timeline. At this interview, the ESL program, and the orientation materials found in the EPIC School Kit are presented to the parents and student. The orientation also includes viewing the video. Parents are given the choice of picking a program that best serves their child's need. Our LAB/BESIS coordinator and guidance counselors review the program selection form during the student's first interview. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language as well. A one-on-one interview with the ESL teacher and native language translator assure both parent and student comprehension. Based on this parent choice students are given either a bilingual Chinese program or free standing ESL. The trend for the past three years has been a selection of bilingual education coupled with ESL classes.

5. Our gathered information and research over the past 5 years has indicated that our student population is more recently represented by rural districts rather than from urban districts. This is significant in that this has impacted on our need to provide an increased amount of lower level ESL programs as well as paying particular attention to the level of our bilingual content areas. Information from our intake office indicates that almost 60% of our students represent rural home districts in China. This trend is

commensurate with the increased number of SIFE students at LESP.

6. Our program models at LESP are aligned with parent requests as parents are clearly given information regarding LESP program models. Parents deciding not to accept LESP program models are counseled toward other relevant educational programs.

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>											86	161	60	307
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	86	161	60	307

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	324	Newcomers (ELLs receiving service 0-3 years)	305	Special Education	1
SIFE	242	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	8

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	305	94	0	11	2	0	8		1	324
Total	305	95	0	11	2	0	8	0	1	324

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											90	162	58	310
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	90	162	58	310									

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									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	
Other										0	0
TOTAL	0	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	5		7
Chinese											90	162	58	310
Russian														0
Bengali												1		1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											3	2	1	6
TOTAL	0	0	0	0	0	0	0	0	0	0	95	170	59	324

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.

1. a. and b. LESP offers the Departmentalized organization model which is coupled with ungraded, heterogeneous program models
2. and 3.

Students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. Simultaneously, students who opted for the Transitional Bilingual Education program (TBE) receive 180 minutes of Native Language Arts instruction per week. There are currently 11 fully certified ESL teachers, 14 fully certified bilingual and one ESL/bilingual teacher at the school. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within the classes consist of texts entitled Visions, independent reading, class sets of novels appropriate for each level and teacher adapted materials. There are currently 31 ESL Classes ranging from ESL 1 (Beginners) to ESL 8 (Advanced).

Bilingual classes are offered to all Chinese students until they reach ESL 5, at which point they are immersed in English only classrooms. Bilingual teachers offer Chinese translated materials, vocabulary development including the use of word walls and modified materials for ELL students. Many of the ESL teachers also offer supplementary lessons to support all content areas classes. All materials correspond to the level of each student as determined through formative and summative assessments developed by teachers, as well as performance on periodic assessments, and the NYSESLAT. Students with Interrupted Formal Education are offered supplemental coursework and materials through our after school and Saturday Title III and SIFE grant courses. Newly enrolled students are mandated to take a six week course during our summer school program funded partly through Title III funding. They are offered programs in ESL, acculturation to their new lives in New York City and survival English. Advanced ELL students are even offered the opportunity to take a Spanish elective.

The majority of students at LESP are recent immigrants from China. Other ethnic backgrounds include students from the US, the Virgin Islands, the Dominican Republic, and South America. Approximately 80% of the students are considered economically disadvantaged (Title I, below poverty line), and eligible for free lunch. Additionally, 58 out of 589 students identified English as their home language, 7 identified Spanish as their home language, 1 student specified Bengali, and 1 student identified Vietnamese as their home language, while Urdu is the home languages for one student. 531 students speak various dialects of Chinese as their mother tongue with Cantonese the dominant dialect among the majority of LESP students. There are 11 ELLs that are designated 4-6 years and 97 that have been identified as SIFE, based on the BESIS report.

4. a. English and ESL teachers collaboratively plan and teach focusing on literacy and supporting all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom uses the principles of the Sheltered Workshop model. To additionally support the numerous SIFE students, we provide supplemental after school classes focusing on all areas of language development in traditional academic and alternative learning environments including the arts, history, science, reading, movement (yoga) and computer science. ESL and English teachers collaborate with the content area and bilingual teachers to support language acquisition and academic development.

- b. Newcomers Plan – Students who arrive at LESP and are newcomers to either NYC or the United States are evaluated using the LAB-R exam. Results of this exam are reported to the Department of Education and to the school's admission team. A parent / student interview is conducted with the parent coordinator, ESL teacher and the guidance counselor. Parents are provided with the same ESL information that

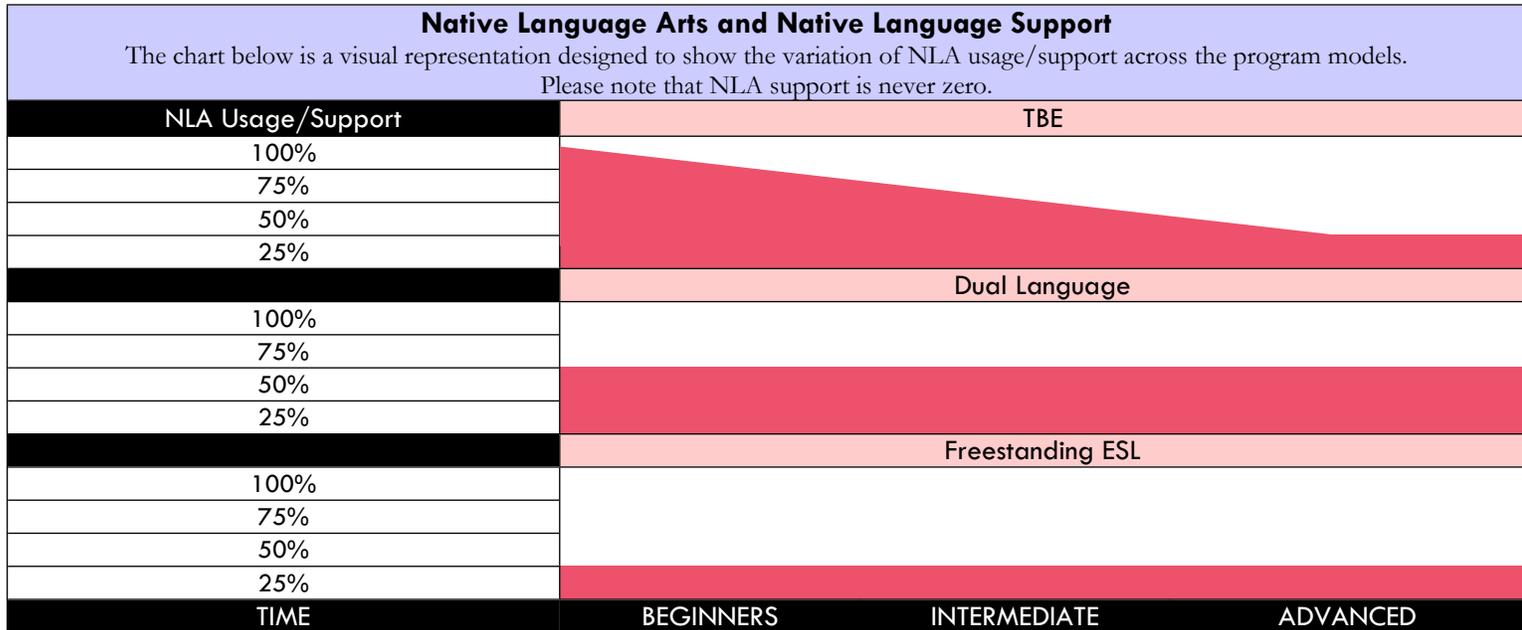
was stated above, and will be given the option of choosing the most appropriate program for their child.

c., d. Long Term ELLs and Extension of Services - LESP had 34 students listed as in need of extended services all of whom we address with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and tutorial assistance from both ESL and content area teachers via a PM school support program including peer tutoring, remedial and enrichment classes.

e. Special Needs / ELL - LESP does not have any ELL students who have been identified as Special Needs students. In the case that we do have Special Needs ELL students we plan to ensure that parents, guidance counselors, related service providers, and content area, ESL and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.

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



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?

.5. We offer a wide range of after school programs through our 21st Century Learning Community Grant in conjunction with the Chinese American Planning Council. These courses are developed to meet the needs of our students. Those needs include skill building, remediation and enrichment in English Language, as well as opportunities for our overage population to earn credits toward graduation. Our programs are funded through Title III, SIFE grants, Fair Student Funding, SINI grant and VATEA funding.

Our ELL students also complete many individual and group presentations in both ESL and content-area classes. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Smart Boards, digital projectors, Mobile computer labs, in-class computer labs and IPODS loaned to students in certain classes allow our ELL students to access a broad spectrum of content materials and motivate students to produce work that is professional and research-based. In each content classroom as well as in the ESL classroom, students incorporate the fundamentals of ELA balanced literacy. To do so, students are taught in a print rich environment and are given access to classroom libraries that are categorized by proficiency level. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students. We recently added a collection of Bilingual classics and texts in Chinese to the library and classroom collections. We have materials from the RIGOR program, Edge texts, Visions texts and modified novels for ELLS.

6. Transitional Bilingual Education program (TBE) receive 180 minutes of Native Language Arts instruction per week. There are currently 11 fully certified ESL teachers, 14 fully certified bilingual and one ESL/bilingual teacher at the school. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within the classes consist of texts entitled Visions, independent reading, class sets of novels appropriate for each level and teacher adapted materials. There are currently 31 ESL Classes ranging from ESL 1 (Beginners) to ESL 8 (Advanced).

7. NONE

8. NONE

9. We offer a wide range of after school programs through our 21st Century Learning Community Grant in conjunction with the Chinese American Planning Council. These courses are developed to meet the needs of our students. Those needs include skill building,

remediation and enrichment in English Language, as well as opportunities for our overage population to earn credits toward graduation. Our programs are funded through Title III, SIFE grants, Fair Student Funding, SINI grant and VATEA funding.

10. Teachers use mobil laptop labs, smartboards and a variety of technological learning tool during their school day and after-school classes. We provide 15 days of professional development in technology in which teachers learn to work with a variety of equipment and programs to support our ELL programs. Native Language Art classes build the capacity for our students to understand literary terms and essay structures necessary to be proficient in English Language Arts. Our Native Language Arts Teachers use Chinese poetry, literature and translated literature to help students build an understanding how literature is studied in America using literary terms for analysis. We have developed a list of literary terms for each level of ESL, English and for use in the Native Language Arts classes.

11. Native Language Art classes build the capacity for our students to understand literary terms and essay structures necessary to be proficient in English Language Arts. Our Native Language Arts Teachers use Chinese poetry, literature and translated literature to help students build an understanding how literature is studied in America using literary terms for analysis. We have developed a list of literary terms for each level of ESL, English and for use in the Native Language Arts classes.

12. LESP is a transfer high school serving students primarily between the ages of 17-21. Most of these students are ELLs and we are careful to align language acquisition and counseling commensurate with the student age. Counseling for our older students includes preparation for entry into the workforce as well as higher education pursuits. This includes acculturation into American society.

A large amount of our student support services for our ELL population is evidenced in our extended day program. This program is strengthened by a partnership with the Chinese American Planning Council via a 21st Century Learning Community grant. Our extended day classes include skill building, remediation and enrichment in the English language.

13. Activities to assist newly enrolled ELL students before the beginning of the school year:

- translators – guidance staff, support staff
- summer orientation – ESL class, math, walk and talk
- video at intake with clarification by Parent Coordinator
- student handbook in home language
- transcript – translation at intake on site
- health insurance sign-up (by outside agency)
- parent welcome class – internet access, email addresses for parents

14. Due to the nature of the mission of a transfer school and its limited time to complete diploma requirements, Spanish is offered as a language elective. A large portion of student programs must include ESL, which further limits elective offerings.

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)?

Not applicable

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.

1. Professional Development Plan – We are focusing our yearly professional development on best practices. ESL strategies and methodologies are imbedded across the curriculum. Administrators, bilingual content area teachers, Native Language Arts teachers and ELL teachers participate in collaboration laboratory by sharing best practices and receiving feedback from their peers and staff developers. Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. The Professional development is provided via bi-weekly after-school workshops and "Collaboration Labs" combining small group instruction, demonstrations using real students and the Japanese Lesson Planning Model. Additionally, there is on-going support provided by the district

ELL Curriculum Instructional Specialist, Teacher Center staff developer, AUSSIE, the New York City Writing Project, QTEL and the office of ELL's. Staff developers are on site for the equivalent of three days per week in addition to our full time, on-staff teacher center/ literacy coach. Administrators participate in all staff development areas, as well as planning for the professional needs of staff in meeting the needs of our students. Administration also collaborates with Creative Education Designs Inc. to develop ongoing educational plans and strategies which meet the needs of our staff and students. Our Professional Development Plan includes time for teachers to share information about students as well as analyzing with samples of student work. Administrators and Professional developers work with teachers to develop instructional strategies for using data provided through periodic assessments, NYSESLAT scores and student folders. All of our professional development activities revolve around how we support our ELL students, especially since they make up more than 90% of our population. Over the course of a year teachers are involved with far more than 7.5 hours of professional development to support ELL students. During professional development days, designated by the chancellor, we conduct half day and day long professional development sessions for all staff, focused on ELL strategies. In addition, twice a month for an hour, teachers share best practices with their peers during "Collaboration Laboratory." We also provide the equivalent of three days of staff development per week through our work with AUSSIE and the New York City Writing Project. Each of three staff developers works with teachers throughout the school day to develop lessons and strategies to primarily address the needs of our ELL population. We maintain sign in sheets, agendas and professional development logs of assistance.

2 and 3 - NA

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?

At LESP, parental involvement addresses the participation of parents in regular and meaningful communication involving student academic learning and other school activities. Our guidance staff and parent coordinator emphasize that families play an integral role in assisting in their child's education. Families are encouraged to be actively involved in their child's education at school by visiting frequently, contacting teachers and other support staff, joining the PA and checking ARIS on a regular basis. Parents are encouraged to be full partners in their child's education, and are included on advisory committees to participate in the education of their child. There are three organizations at LESP that parents can join: Parent Association, The School Leadership Team, and the Title I Parent Advisory committee. We provide translation for ELL parents at all meetings and activities.

We have consistently worked with Chinese-American Planning Council, Grand Street Settlement Beacon Program, Affinity Health Plan, Health Corps, Charles B. Wang, APEX, and Asian Americans for Equality to provide workshops and services for parents. Examples of the workshop topics are: How to Apply to College, How to Apply for Financial Aide, Parenting in the American Culture, Breast Cancer Awareness, How to Quit Smoking, How to Apply to SES, ARIS Parent Link, Teens and Sleep and ESL/Computer Skills.

To evaluate the needs of the parents, we survey parents when conducting Parent Orientation, we also ask the parents at meetings and activities what topics they are interested in learning more about.

Since more than 90% of our parents are ELL and new immigrants, ESL and computer skill classes are the most in demand. We provide ESL/Computer Skill class for the parents every Wednesday from 6PM to 8PM. Considering the parents may not have time to eat after work; we also provide snacks before each class. We introduce American culture to the new immigrant parents. Collaborating with our CBOs, we hold a Thanksgiving party for students and families annually. Every effort is made to reach out to parents and help them to feel at home and create a sense of belonging. The doors of LESP are ALWAYS open to parents.

Additionally, the Parent Coordinator publishes a monthly newsletter. This newsletter is translated into Chinese and provides parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and highlights student achievement and activities. LESP further involves parents in student learning through phone masters, the School Leadership Committee, and the Parent Association.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0										53	55	9	117
Intermediate(I)											33	100	39	172
Advanced (A)											0	6	12	18
Total	0	0	0	0	0	0	0	0	0	0	86	161	60	307

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0										39	31	5
	I	0										41	113	28
	A											7	15	13
	P											0	2	13
READING/ WRITING	B											49	43	7
	I											35	104	36
	A											3	13	14
	P											1	2	2

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA 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									0
7									0
8									0
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	116	0	106	0
Math <u>Algebra</u>	2	77	0	77
Math <u>Geometry</u>	4	96	3	96
Biology				
Chemistry				
Earth Science	0	42	0	42
Living Environment	4	76	4	76
Physics	8	0	7	0
Global History and Geography	6	115	5	111
US History and Government	6	81	5	81
Foreign Language	0	66	0	66
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.

1. LESP students all take the LAB-R and NYSESLAT. Incoming students all complete an “in-house” test which includes writing, math, a story-based comprehension test and a verbal response exercise. This helps determine ESL placement. Recent trends indicate that almost 60% of our incoming students test at ESL 1. This aligns with the immigrant demographics which have switched from urban to rural domains. LESP continually modifies course offerings as they relate to language acquisition. ESL 1 classes have increased and additional support has been hired. Recent new admits exhibit native language literacy deficits, requiring additional professional development for our content area, bilingual staff.

2.and 3. As our NYSESLAT assessment analysis indicates, our ELL students score higher as they progress in grade in all areas of this test. This attests to the success of our language program at LESP. Our challenge is to improve the number of students moving from intermediate to advanced. This will result in our re-evaluation of 12th grade language education as we strive to improve this status for our senior students.

4. a. Further review of the worksheet data table regarding ELL students and NYS standardized exams; indicate that the exams which are heavily based on English Language skills such as the Comprehensive English Regents and all other Regents exams that cannot be taken in the students’ native languages are the areas in which our ELL students have the most difficulty. LESP had the following passing rates on the June 2010 Regents exams: 91.3 ELA, 89% Integrated Algebra, 100% Chinese, 82.17% Global, 100% Earth Science, 98% Living Environment. Most students take the Regents exams in Chinese and use the English versions to verify the questions. This data is therefore useful when determining and discussing instructional content and direction. At LESP we have decided to incorporate strategies into all our content classes that will enhance and support both reading and writing proficiency, including three new courses to promote and improve writing including I-search, Research, and writing for college.

b. The ELL periodic assessments are used as a guide for administrators to create staff development opportunities for teachers to address the areas in which students are struggling. Staff developers meet with teachers to go over activities that can be used to support struggling students in different areas. The ELL periodic assessments are confirming the results that teachers have found through their own formative and summative assessments.

c. Periodic Assessment data regarding the LESP ELL population is aligned with the basic information regarding language skills gathered at the intake. Students in our ESL 1-4 classes continue to be challenged in improving their skills in grammar, listening, reading, and word phrase connections to pictures. Our ELL students continue to improve through the ESL continuum and continue to receive language support in content area classes via bilingual instructional approaches.

5. NA

6. We evaluate the success of our programs for ELLs by:

- monitoring student movement between ESL class levels
- teacher formative and summative assessment results
- analyzing centralized student data systems such as ARIS and STARS/HSST
- teacher feedback and reports

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.

Lower East Side Prep is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses taught in English and Chinese infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation of and assessment of Lower East Side Prep's ESL program. We are committed to providing quality instruction to all our students.

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		