



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EAST SIDE COMMUNITY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M450

PRINCIPAL: MARK FEDERMAN **EMAIL:** MFEDERM@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
MARK FEDERMAN	*Principal or Designee	
NATHALIE ELIVERT	*UFT Chapter Leader or Designee	
MARTHA VILLARAN	*PA/PTA President or Designated Co-President	
JODI CAPLAN	DC 37 Representative, if applicable	
HANG JING QIU DENISE ALARCON	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MONIQUE FLORES	CBO Representative, if applicable	
TOM MULLEN	Member/ Assistant Principal	
MICHELLE KREEVOY	Member/ Director of Guidance	
MADELENE RIVERA	Member/ Parent	
ERICA FONTANA	Member/ 6gr Teacher	
DANIELLE SADAPHAL	Member/ 7gr Teacher	
GISELLE GEORGE	Member/ 8gr Teacher	
DIANA PARENTE	Member/ 9gr Teacher	
ADAM HOLUB	Member/ 10gr Teacher	
MOHAMMED AMINYAR	Member/ 11gr Teacher	
AUDREY FEDERMAN	Member/ 12gr Teacher	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- Increase academic achievement for students with IEPs
 - Less than 15% of IEP students will be on Red Flag
 - More than 10% will be on Honors
 - 25% of our MS IEP students will be perform at or above grade level on the state ELA exam
 - 55% of our MS IEP students will be perform at or above grade level on the state Math exam

Comprehensive needs assessment

- Over the past few years students with IEPs have been twice as likely to be on RED Flag status and less than half as likely to be on Honors.
- 38% of middle school students General Ed passed the ELA while 15% of middle school students with IEPs passed the ELA
- 78% of middle school students General Ed passed the Math students while 47% of middle school students with IEPs passed the Math

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Each IEP student will be strategically placed in the appropriate classes with the appropriate supports. A googledoc with placements and services will be used to monitor services. These services include, but are not limited to:
 - ICT classes
 - Skills classes
 - Tutoring
 - AM study groups
 - Mandatory after school
 - Study Halls
 - Related services
 - There will be extensive P.D. and training devoted to helping ICT teachers most efficiently and effectively use their time
 - A reading specialist has been hired to serve the school's lowest performing readers
 - *Every 6 weeks students will receive an academic achievement status: High Honors (90 or above in all classes); Honors (80 or above in all classes); General standing (70 or above in all classes); Orange Flag (70 – 79 GPA w/ 2 or more D's or 1 or more F's); and Red Flag (GPA of 69 or below)*
 - *Family conferences will be held every six weeks where Student Support plans will be made and tracked on PupilPath online grading system*
 - *PupilPath online grading system will students, advisors, teachers, families, counselors and school leaders to track progress of all students*

Strategies to increase parental involvement

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards through small classes (approximately 15-25 students)

and extremely well trained teachers.

- Update Pupil Path regularly
- *Homework and regular assignments: recorded within 7 days*
- *Exhibitions and major assignments: that take longer to assess: recorded within 10-14 days. However, when a student has not handed in one of these assignments, a "45" should be recorded within 3-5 days to notify the student, family and advisor that it is still owed.*
- Provide parents reasonable access to all teachers, counselors and school leaders.
- Provide an email, school number and personal number for each staff member
- Notify parent when student is falling behind in work
- Receive a progress report or report card five times a year with an accompanied parent-teacher-student conference five times a year
- Provide the home or cell number of your child's advisor, the parent coordinator, the appropriate grade supervisor, and the principal.
- Provide ongoing positive and constructive communication through phone calls, letters, and or/emails
- Provide each student and family with an advisor (who will have no more than 15 students total)

Strategies for attracting Highly Qualified Teachers (HQT)

- All staff are hired by staff through a rigorous process
- Every Friday we dismiss students at 1:30 for Professional Development
- All teachers attend regular outside professional development through various professional organizations
- We have created the position of Learning Specialist supervisor this year
- We have a full time literacy coach and an A.P in charge of instruction who work with the principal and teacher leaders/mentors to provide regular feedback for teachers and help with planning

Budget and resources alignment

- Class sizes will be under 20 in the middle school and under 25 in the high school
- Per session and UbD days will be used to support differentiation
- A learning specialist is assigned to each grade
- Students will be systematically programmed to maximize support and student to teacher ratio
- Professional Development will focus supporting students with IEPs and specifically focusing on maximizing support and effectiveness in ICT classrooms

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Middle School Literacy Improvement

- 45% of our middle school students will reach state standards on the 2012 state ELA test
- Median Adjusted Growth Percentile for ELA MS students will be over 80
- Median Adjusted Growth Percentile for ELA MS School's Lowest Third will be over 80
- We will reach our AYP Safe Harbor Target in MS ELA for African American Students and Students with Disabilities

Comprehensive needs assessment

- Only 30% of our MS students were reading at grade level
- Median Adjusted Growth Percentile for ELA MS students was 63
- Median Adjusted Growth Percentile for ELA MS School's Lowest Third was 79
- We fell short of our AYP Safe Harbor Target in MS ELA for African American Students (we had a 100 Performance Index and needed a 107-need a 110 for 2001-2012) and Students with Disabilities (we had a 94 Performance Index and needed a 99-need a 105 for 2001-2012)

Instructional strategies/activities

- We will continue our reading and writing workshop which include
 - Daily mini lessons & reading and writing conferences
 - Small-group instruction to support students of all levels
 - The expectation that students read a minimum of 40 books each year
 - Increased focus on writing about reading
- We have hired a full time reading teacher who will serve our 75 most struggling readers.
- Every single student who earned a 2.5 or lower will have an individual additional literacy support plan, which includes additional small group or one on one instruction.
- Our literacy coach and TC staff developer will work closely with the science and social studies teachers on non-fiction reading and writing. Make sure each class and library has more books, more high interest low level books, and more non fiction books
- Every student will be assessed three times a year with TC leveling, twice a year with the GMRT and twice a year with periodic assessments. This data will be used to inform individual and whole group instruction.
- Our inquiry team will be focusing on this objective. We have joined with Chantal Francois, a teacher, Harvard Researcher and author, who will lead us in an in-depth study of our students and reading.

Strategies to increase parental involvement

- All parents of students who received below a 3.0 on the MS ELA will be mandated to attend workshops around supporting their children's reading and literacy
- Parents check Pupil Path regularly to see student progress and data

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State’s student academic achievement standards through small classes (approximately 15-25 students) and extremely well trained teachers.
- Update Pupil Path regularly
- *Homework and regular assignments: recorded within 7 days*
- *Exhibitions and major assignments: that take longer to assess: recorded within 10-14 days. However, when a student has not handed in one of these assignments, a “45” should be recorded within 3-5 days to notify the student, family and advisor that it is still owed.*
- Provide parents reasonable access to all teachers, counselors and school leaders.
- Provide an email, school number and personal number for each staff member
- Notify parent when student is falling behind in work
- Receive a progress report or report card five times a year with an accompanied parent-teacher-student conference five times a year
- Provide the home or cell number of your child’s advisor, the parent coordinator, the appropriate grade supervisor, and the principal. (Please do not call after 9:00P.M. unless in the case of an emergency or otherwise given permission from that personnel.)
- Provide ongoing positive and constructive communication through phone calls, letters, and or/emails
- Provide each student and family with an advisor (who will have no more than 15 students total)

Strategies for attracting Highly Qualified Teachers (HQT)

- All staff are hired by staff through a rigorous process
- Every Friday we dismiss students at 1:30 for Professional Development
- All teachers attend regular outside professional development through various professional organizations
- We have created the position of Learning Specialist supervisor this year
- We have a full time literacy coach and an A.P in charge of instruction who work with the principal and teacher leaders/mentors to provide regular feedback for teachers and help with planning

Service and program coordination

- We will utilize the Common Core Standards

Budget and resources alignment

- All ELA classes in middle school have under 20 students
- Literacy coach in school 4 days a week
- Full time reading teacher was hired
- Professional development from Teachers College Reading and Writing Workshop

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

● **All students will be challenged**

- 20 % of students will be enrolled in or contracted for an “advanced” course
- College Readiness Metrics
 - There will be a 10% increase in students who earn a 480 on the math SATs and a 500 on the verbal SAT
 - College Readiness Index will be 50%
 - College Preparatory Course Index will be at least 45%
 - College Enrollment Index will be 70%

Comprehensive needs assessment

- East Side continues to attract stronger students. We are committed to serve these students well while remaining committed to our struggling students
- The addition of all of the College Readiness Metrics provides our school with an opportunity to set goals and track progress in areas we value highly

Instructional strategies/activities

- Most teachers will offer a “Contract to Honors” option for their class
- More students will be encouraged to take MS Scholars and College Now Courses
- Advanced math students take Geometry in 9th grade. This puts them on the path to take AP Calculus senior year. Some students who were not ready to take Geometry in 9th grade, but are excelling, are now, as 10th graders, taking Geometry and Algebra 2 simultaneously. This will allow them to take AP Calculus senior year.
- Advanced math students are also challenged to complete an Advanced Portfolio (which exceeds standards) in addition to their required standards-based portfolio.
- All HS and English and math classes will infuse SAT prep into their curriculum
- College Bound Institute will provide a full time college counselor who will work with advisors to support students and families in college readiness and the college search and application process.
- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Parents will be consulted and surveyed about all programs listed above
- The college counselor will meet regularly with parents and provide a series of workshops

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State’s student academic achievement standards through small classes (approximately 15-25 students) and extremely well trained teachers.
- Update Pupil Path regularly
 - *Homework and regular assignments: recorded within 7 days*
 - *Exhibitions and major assignments: that take longer to assess: recorded within 10-14 days. However, when a student has not handed in one of these assignments, a “45” should be recorded within 3-5 days to notify the student, family and advisor that it is still owed.*
- Provide parents reasonable access to all teachers, counselors and school leaders.
- Provide an email, school number and personal number for each staff member
- Notify parent when student is falling behind in work
- Receive a progress report or report card five times a year with an accompanied parent-teacher-student conference five times a year
- Provide the home or cell number of your child’s advisor, the parent coordinator, the appropriate grade supervisor, and the principal. (Please do not call after 9:00P.M. unless in the case of an emergency or otherwise given permission from that personnel.)
- Provide ongoing positive and constructive communication through phone calls, letters, and or/emails
- Provide each student and family with an advisor (who will have no more than 15 students total)

Strategies for attracting Highly Qualified Teachers (HQT)

- All staff are hired by staff through a rigorous process
- Every Friday we dismiss students at 1:30 for Professional Development
- All teachers attend regular outside professional development through various professional organizations
- We have created the position of Learning Specialist supervisor this year
- We have a full time literacy coach and an A.P in charge of instruction who work with the principal and teacher leaders/mentors to provide regular feedback for teachers and help with planning

Service and program coordination

- Common Core standards will be at the heart of a lot of this work

Budget and resources alignment

- Class sizes will be under 20 in the middle school and under 25 in the high school
- Per session and UbD days will be used to support Honors Contract curriculum planning
- The school will maintain a full time college and career counselor

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	21	16			8		11	
7	32	20			8		12	
8	38	10			17		16	
9	29	16	19				3	
10	7*	10*	6*	4*	4		7	
11	20 (below 65 = 3)**	5 (below 65 = 0)**	4 (below 65 = 0)**				6	
12	20 (below 75 = 7)**	6 (below 65 = 2)**	7 (below 65 = 6)**	5 (below 65 = 3)**			5	

***Since our students take their Regents exams in 11/12th grade, not in 10th gr., we have used their current academic standing in the core content areas to determine AIS services need. Thus, the above numbers indicate students who have failed the Achievement part of any of the core content areas in 10th grade from Sept – Nov 2011.**

****Although the required score to fall under the category of AIS for students on the 11/12th gr. is 65 on Regents Exams, we included in our East Side Community H.S. AIS numbers students who scored below a 75 in 11/12th gr. We strongly believe that students who score below a 75 will go on to struggle in College and have to take remedial courses which offer no credit. Thus, we will provide AIS services for those students as well.**

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Wilson & Rewards classes for our most struggling readers. These classes of 8-12 students meet during the school day 4 or 5 days a week. • Breakfast study groups for small groups of students focused on reading or writing strategies 1-5 times per week for 40min. • Small group and one-to-one conferences in English classes by ELA teacher, special education teacher or literacy coach during independent reading & writing time. • After school support for struggling students 1-4 times per week for 60min.
Mathematics	<ul style="list-style-type: none"> • We have algebra enrichment classes for students struggling with Algebra. In these small groups, students are engaged in lessons that reinforce the instruction they receive in their Algebra class and are pre-taught concepts. The classes meet during the school day 4 or 5 days a week. • We have also implemented one-to-one tutoring sessions that take place during the school day for students struggling with Algebra 2. Tutoring takes place 4 or 5 days a week. • We also have targeted push-in and pull-out math support for students with IEPs in every grade, 6-12. • Breakfast study groups for small groups of students focused on reading or writing strategies 1-5 times per week for 40min. • After school support for struggling students 1-4 times per week for 60min. • Additionally, we have a Saturday state test preparation program. Through this program, struggling students are giving small-group, standards-based, instruction.

<p>Science</p>	<ul style="list-style-type: none"> • All students in 6-12th grade take extended and small size science classes—spending a minimum of 1extra hour each week with an average of 20 students per class. • All students in all grades are provided with after school science tutoring a minimum of once a week for 60min.. Students who are not successful in science class are mandated to attend. • All Science teachers place great emphasis on making the more difficult texts accessible to all students through the use of school-wide strategies and interventions. As a result, all teachers make very deliberate decisions around the texts that they are assigning and provide the appropriate support. • The science 6-12gr. vertical team will focus a lot of time on articulating curriculum, updating portfolio requirements and having students write in science as a way to deeper understand material. • Students who are struggling or need extra help will also be assigned to breakfast study sessions where they will get small group instruction for 40 minutes a couple times a week.
<p>Social Studies</p>	<ul style="list-style-type: none"> • All students in 6-12th grade take extended and small size social studies classes-spending a minimum of 1 hour extra in social studies each week and an average of 20-25 students per class. • All students in all grades are provided with after school social studies tutoring a minimum of once a week for 60min. Students who are not successful in social studies are mandated to attend. • Students who are struggling or need extra help will also be assigned to breakfast study sessions where they will get small group instruction for 40min. 1-4 times a week. • All social studies teachers place great emphasis on making the more difficult texts accessible to all students through the use of school-wide strategies and interventions. As a result, all teachers make very deliberate decisions around the texts that they are assigning and provide the appropriate support. • The social studies curriculum across all grades emphasizes critical analysis of primary and secondary sources. All classes also place a heavy emphasis on analytical writing in an essay format, as well as debating and oral presentation skills. Performance based assessments, along with tests and exams are designed to emphasize these skills. • The social studies vertical team has focused a lot of time on articulating curriculum, and updating portfolio requirements. We have developed a graduation portfolio requirement for students in grades 9-12 based on a “matrix” of social studies skill sets and content

	<p>themes. The portfolio includes work across all four years that is representative of the following skill sets: argument and analysis (of historical topics and sources); making connections; presenting and analyzing distinct points of view; research paper; and oral communication. The portfolio must also include pieces that explore each of the following content themes: Social and Cultural Diffusion; Use and Abuse of Power; Government Systems; Revolution and Social Change; and Identity, Membership, and Human Rights. Students must demonstrate their understanding of the connections between the content of a given piece of work and the broader theme, both in writing and orally. To maintain a higher standard of rigor, only assignments having received a grade of 80 or higher may be included in the portfolio. Students present and orally defend their progress work toward meeting the portfolio requirements twice a year in a “roundtable” format; these defenses are evaluated by other East Side teachers and educators from the community.</p> <ul style="list-style-type: none"> • Students receive extensive support in preparing and revising (if necessary) the assignments in the portfolio and their semi-annual portfolio defenses. If they do not receive a passing evaluation at a portfolio defense, they have the opportunity to present again or make up that portfolio requirement with a different assignment in a subsequent semester.
<p>At-risk Services provided by the Guidance Counselor</p>	<ul style="list-style-type: none"> • Both guidance counselors and social workers see students for “at-risk” counseling. The counseling team has developed a counseling referral form, which can be filled out by advisors, administrators, or other staff members. Students are seen for at-risk counseling during the day for various periods of time, depending on the situation. • The service providers utilize various treatment modalities, including play therapy, behavior modification, and psychodynamic therapy to help students negotiate conflicts & be successful in school. They assess crisis and conduct needs assessment for psychiatric intervention. • Additionally, when students are seen for at-risk counseling, often times an outside referral is made on behalf of the student to agencies such as: Casaleap, Ed Alliance, Roberto Celemente & MGI, to provide more intensive on-going mental health care when needed. • Further, they assess and target problems and objectively define goals in addition, they conduct detailed observations and implement interventions to support students’ learning & emotional needs.
<p>At-risk Services provided by the School Psychologist</p>	<p>One full-time school Psychologist is on hand for at-risk counseling. She is available for parents and students who request at-risk counseling with the Psychologist, however usually those cases are referred to a guidance counselor, social worker, or outside agency.</p>

<p>At-risk Services provided by the Social Worker</p>	<ul style="list-style-type: none"> • Both guidance counselors and social workers see students for “at-risk” counseling. The counseling team has developed a counseling referral form, which can be filled out by advisors, administrators, or other staff members. Students are seen for at-risk counseling during the day for various periods of time, depending on the situation. • The service providers utilize various treatment modalities, including play therapy, behavior modification, and psychodynamic therapy to help students negotiate conflicts & be successful in school. They assess crisis and conduct needs assessment for psychiatric intervention. • Additionally, when students are seen for at-risk counseling, often times an outside referral is made on behalf of the student to agencies such as: Casaleap, Ed Alliance, Roberto Celemente & MGI, to provide more intensive on-going mental health care when needed. • Further, they assess and target problems and objectively define goals in addition, they conduct detailed observations and implement interventions to support students’ learning & emotional needs.
<p>At-risk Health-related Services</p>	<p>All students in grades 6-12 follow the New York City curriculum on HIV/AIDS. Additionally, the Counseling team partners with outside agencies such as Project Stay, Planned Parenthood, the Door, etc. to provide health education and services to our students. All Counselors are involved in the Condom Availability Program. Additionally we have a SPARK counselor who works with all students to provide substance abuse counseling.</p>

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds,

which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 01M450

School Name: East Side Community

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - In Middle School ELA our school fell short of our Safe Harbor Targets in 2 of the 5 sub-groups
 - We were short 7 points for black students
 - We were short 5 points for SWD and also fell 3 points short in percentage tested for this category (Although the vast majority of the untested students were LTAs or students who ironically transferred in from SINI schools and barely attended. All of these students are now attending regularly or in most cases, transferred to alternative programs.)
 - Other findings include
 - As a whole, our students need to do deeper work around inferring and being active and thoughtful readers of non-fiction
 - Despite not making AYP and a much lower percentage of students than we wanted or expected to be on grade level, we did make progress in 75th growth percentile in two key related groups: Self-Contained/CTT/SETSS (and Black and Hispanic Males in Lowest Third Citywide
 - The addition of two 12:1 classes over the last two years highly affected both categories: black students and Students with disabilities. We also recognized 4 students who should have been receiving alternative assessments, but were taking the state tests
 - Our greatest growth needs to be by our current 8th graders

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Each student in the above two mentioned categories has had an individualized reading intervention plan created for her/him. These plans include, but are not limited to
 - Being assigned a full time reading intervention class (we hired a reading teacher this year in response to our data)

- Being assigned small group instruction before school and/or during English class around their particular reading needs
 - Have their independent reading monitored extra closely by their English teacher (and in some cases the literacy coach, principal and/or IEP teacher)
 - Each students family will be brought in for a reading intervention meeting and training about how the families can better support the reading at home
 - Attending Saturday Test Prep Academy
 - Regularly being assessed using 4 different tools to deeper understand the students reading needs. This data is used to support students reading and inform individualized reading plan
 - TC Leveling Interim Assessments
 - DOE Periodic Assessments
 - Gates Macginitie test
 - Reading conferences
- The school will work with Teachers College Reading and Writing Project to increase and improve non-fiction reading and writing instruction and volume in all content areas
 - *Two-thirds of the identified student will have two family meetings hosted by an ELA teacher, special education Teacher, reading specialist or literacy coach. The meeting will include the teacher, student and at least one primary caregiver who the child lives with.*
 - ***At the first meeting the teacher will***
 - *review all test scores, assessments and findings on the studens as a reader*
 - *review students' reading records*
 - *discuss students reading habits in school and at home*
 - *discuss interventions the student is receiving in school and strategies that the student is working on in school and the student and family can be working on at home*
 - *perform leveling assessment in front of family*
 - *discuss reading plan for home (and school)*
 - *Set goals*
 - ***At the second meeting (5-6 weeks later) the teacher will***
 - *review all recent test scores, assessments and findings on the student as a reader*
 - *review students' reading records*
 - *check on reading goals and review progress*
 - *perform leveling assessment in front of family*
 - *make any adjustments to plan and set goals*

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

- Title I Funds are being used to
 - Provide space and time for teachers to deeply study data and student work and have time to plan lessons and interventions based on the findings
 - Train teachers in Common Core Standards
 - Support Understanding by Design training and curriculum planning
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
- In addition to Teachers College, we will have a 4 day a week literacy coach working with all English teachers and content areas teachers providing P.D. and mentoring in reading and writing instruction with a focus on non-fiction
 - All special education teachers' schedules have been programmed in a way that allows them daily common planning time with content area teachers
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.
- A letter sent out to all families
 - Discussion at special family literacy meetings

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Corrine Relloanselmi/ Marina	District 01	Borough Manhattan	School Number 450
School Name East Side Community High School			

B. Language Allocation Policy Team Composition [i](#)

Principal Mark Federman	Assistant Principal Carla C. Gonzalez / Tom Mullen
Coach Elisa Zonona	Coach Andrea Swenson
ESL Teacher Premwatie Ranjit	Guidance Counselor Michelle Kreevoy
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jodi Caplan
Related Service Provider type here	Other type here
Network Leader Marina Caulfield	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	612	Total Number of ELLs	30	ELLs as share of total student population (%)	4.90%
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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. 

Paste response to questions 1-6 here

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

The LAB-R is next administered by the ESL teacher to new entrants who through the HLIS were identified as speaking a native language other than English. The LAB-R helps us determine the initial entitlement of ESL services. The LAB-R is administered within ten days of the student's enrollment. Within the first ten days of school or within the first ten days of enrollment in the NYC public school system, the Assistant Principal / ESL Liaison holds a meeting for parents whose children have scored below proficiency on the LAB-R. Parents are informed of the meeting through a letter sent home with the students (translated into their Native Language). Translators are designated on this day to translate for families in their native language. Families are shown a DVD provided by the DOE that informs parents of the various options available to them in NYC: Bilingual, Dual Language, ESL.

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

The parents are informed of our Freestanding English as a Second Language program and informed that there are no bilingual or dual language programs offered in all of District 1. They are however, informed of the different options available for their child and the ability to go elsewhere to seek these if they so choose.

The ESL Liaison, and ESL Teachers reviews the RLAT report on ATS before the school year begins. This report lists the students that are mandated for ESL services. The criteria used to place identified ELL students in our ESL instructional program is based on the LAB-R, NYSESLAT and ESL / content area assessments. After assessing the child's academic levels we create a schedule where the ESL teacher provides push-in & pull out instruction for 360 minutes per week for beginner and intermediate students. Advanced students receive 180 minutes per week.

Students identified as needing ESL services receive support through a predominantly push in model in their content areas, as well as pull out services by the ESL teacher. This is the program offered at ESCHS.

Parents have requested the English as a Second Language program, which is what we offer at ESCHS and what is offered in all of District 1.

Program models that are offered at our school are aligned with parent requests as they have requested ESL and this is what we offer.

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

This school offers (check all that apply):

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

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	11
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	15

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	7	1	1	8	4	2	15	1	8	30
Total	7	1	1	8	4	2	15	1	8	30

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

C. Home Language Breakdown and ELL Programs

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

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																			
9-12																			
Number of ELLs by Grade in Each Language Group																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	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	2	4		4	4	3	19
Chinese									1	2		2	2	7
Russian														0
Bengali									1		1			2
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
TOTAL	0	0	0	0	0	0	2	3	6	2	6	6	5	30

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

1. East Side has a free standing self-contained ungraded, heterogeneous ESL program which offers all ELA and content area instruction in English through the use of specific instructional strategies. Students are programmed for two classes based on whether they are in middle school or high school, classes in which the ESL teacher delivers a curriculum meant to amplify vocabulary, develop language, reinforce, supplement and complement what they are learning in their ELA and content area classes. The ESL teacher also pushes into and co-teaches in an ELA & Social Studies class, as well as pulls out students as necessary to address the needs of those who require more assistance and are in need of differentiated instruction and modifications.

2. East Side implements its ESL program (Grades 6-12) in accordance with the CR Part 154. Students receive mandated instruction and are scheduled for ESL instruction based on their proficiency levels as determined by the NYSESLAT. Beginning and intermediate ELL students receive 360 minutes of ESL instruction per week. Advanced ELL students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week as per Part 154 regulations. There are 2 state certified ESL teachers and 1 content teacher with a bilingual extension. Students in the ESL program are taught in English. However, support is provided in the students' native language by pairing students from the same language groups as much as possible. Furthermore, the ESL service provider is fluent in French and Spanish. In addition to the ESL program services that are mandated for students during the school day, Title III also provides English Language Learners with supplemental instruction in an after school program. The ESL teacher heads the program which services ELLs in grades 6-12.

3. The ESL provider collaborates with students' content area instructors in order to provide the necessary support required by individual students in given subject areas. Input from content area teachers allows for the ESL provider to tailor instruction based on student needs. Instruction is not only differentiated according to NYSESLAT scores but also by students' individual needs as measured by classroom assessments given by the ESL provider and content area classroom teachers on a regular basis. To enable students access to content area materials which is above their proficiency level, the ESL teacher co-plans with content teachers and modifies the texts the content area teacher will use in order to facilitate comprehension in the subject area. The ESL teacher also designs graphic organizers, provides students with glossaries, and uses visuals of concepts discussed in content areas to enhance meaning in the subject matter for students. Instruction is also delivered through scaffolding lessons comprised of cooperative learning strategies, think-pair share, questioning, making predictions and inferences, listening, read a-loud, brainstorming, and a variety of other strategies to make content area input comprehensible and to promote and develop language development simultaneously. A variety of instructional materials, based on student's proficiency is also used to support our students in the different content areas.

A. Programming and Scheduling Information

4) The ESL teacher alongside a staff member that speaks and reads in the students' native language or DOE translator, administer a Native Language reading and writing exam. Such data is used to shape the instructional support required for the student.

5. a) SIFE students currently enrolled at East Side participate in our ESL program. They are provided with additional instructional support designed to meet their specific needs. We address our SIFE students' needs with a four pronged approach. While catering to their academic needs we also accommodate and provide for their affective and motivational needs, functional and survival needs and finally their personal needs.

b) Newcomers at East Side are serviced based on their results on the LAB-R and if they've taken the NYSESLAT. They receive the mandated minutes as per CR Part 154. As much as possible, in order to facilitate their transition, they are provided with individual and small group instruction. Additional support is also provided for them by placing them in groups with students who share the same native language, as well as providing home language bilingual dictionaries. For these ELLs vocabulary development is key and will be taught explicitly and reinforced through word walls and vocabulary graphic organizers and a series of vocabulary building exercises. Grammar will also be taught in context.

Teachers also rely on the zone of proximal development and newcomers are grouped alongside native English speakers, or higher proficiency ELLs, which not only promotes second language acquisition and the acquisition of BICS, but aids in students being able to perform the task at hand through cooperative learning, and thus the development of CALP. Through ZPD, learners are also able to acquire the behaviors associated with the next level.

As they move forward and assimilate into the school culture they are expected to perform the same skills as native speaking peers, but will have modified and language appropriate texts suited to their proficiency levels. This directly aids in preparation for the ELA, as the student is learning and becoming proficient at skills tested despite the language barrier. Students receive supplemental instruction before and after school to prepare for the test. And finally ESL provider uses ELA tasks and skills to guide curriculum planning and classroom instruction.

c) Our ESL program for this group of ELLs at East Side focuses on developing a curriculum in alignment with the New York State and New York City ESL and ELA standards. This curriculum is delivered through a wide range of ESL methodologies and focuses on academic rigor. Teachers at this stage use realia and continue to scaffold instruction. The focus is on developing students' CALP as well as their ability to perform rigorous tasks, which call for more detailed and abstract thinking.

d) For our Long-Term ELLs, in addition to receiving the mandated ESL services, our focus is on designing literacy programs, which target the needs of these students. We provide a curriculum, which provides daily experience with authentic and real world texts to enhance fluency. We use graphic organizers to mirror the text, while teaching and practicing strategies good readers use and teaching writing skills. We make vocabulary a routine instruction. Our plan for Long-Term ELLs aims at providing and ameliorating their reading and writing skills which are usually found to be lacking and keeps them from testing out.

6. ELLs with special needs are provided the required services, however their IEPs are taken into consideration and instruction is differentiated to suit. The ESL provider works very closely with Special Ed. teachers in order to ensure all of the student's needs are being met. Together, they try to streamline all instructional efforts in order to achieve higher performance goals and acquisition of the language. We also supplement their learning through the use of websites such as Brain POP and Flocabulary, visuals, reciprocal teaching, peer tutoring, modeling, and sentence starters. We also use word sorts such as "Words Their Way", employ sophisticated synonyms and shades of meaning to expand their vocabulary and aid in language development while enabling them to learn content vocabulary.

7) Our students are evaluated on a case by case basis. We assess their strengths and weaknesses in each subject area. For students who are proficient or thriving in a particular subject area, they are mainstreamed with GenEd students, while still maintaining push-in support in the classroom. At our weekly "kidtalk" grade wide meetings, Friday P.D. and staff meetings, and finally, at our 5 times a year Data Days we observe the progress of each student and adjust their schedule and support services in order to allow for the student to be serviced in the most restrictive setting while still getting the instructional support needed for further growth.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

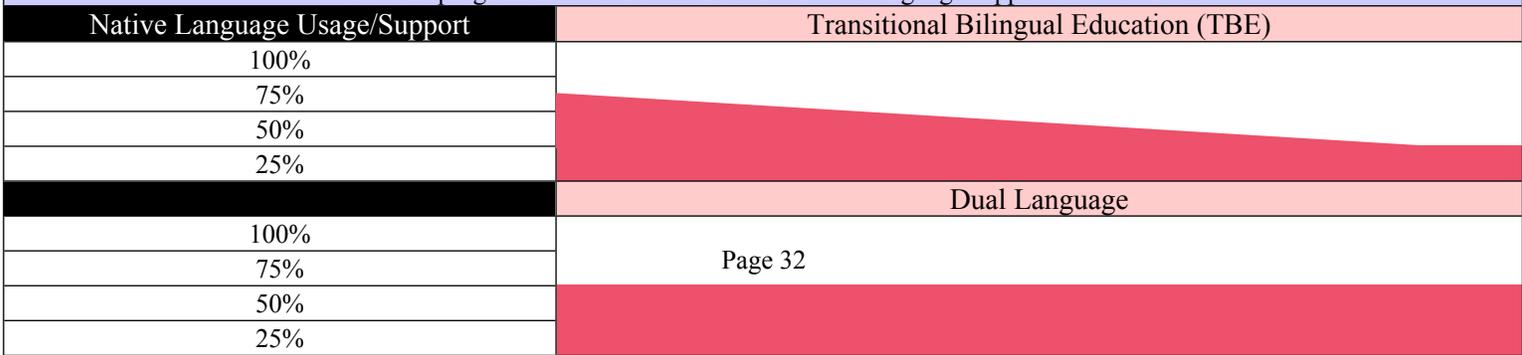
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. 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.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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In writing instruction we focus on ensuring that ELLs are learning how to write in order to effectively communicate. Students are instructed on how to generate language in order to express their ideas with assistance from the above stated programs alongside many QTEL strategies. A large focus is also placed on instructing students on how to acquire and enhance academic writing skills in our upcoming ELL Technology stations. We focus on the writing process and teaching students the various steps of prewriting, drafting, revising, proofreading and publishing. We model these skills for students so as to make these steps more approachable as well as accessible and to solidify the process within the students' minds. With our advanced students we focus on essay writing and interpreting quotes in preparation for the English Regents. We also work on purpose for which they are writing different genres, the content, the organization as well as targeting specific grammatical structures which are problematic and amplifying their vocabulary.

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

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E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

Parents are invited to attend a variety of events:

- * Fall and Spring Parent Social events -- to invite parents into the community with the goal of building a bond with the Advisors and School Leaders.
- *Parent Expo -- variety of workshops offered to support and educate families
- *Family Nights -- parents are invited to visit classrooms, meet with teachers, become informed on the curriculum (including state standards and assessments) and expectations for each class, parents have the opportunity to voice their needs and expectations, etc.
- *Family Reading Conferences -- the Principal, Humanities / ELA teachers, and Literacy Coach meet with families to review the literacy program at the school, conference about their child's individual reading levels, goals, and plans of action to help the child improve in their literacy skills.
- *Parent Book Clubs -- The Principal sponsors parent book clubs in an effort to further expand our "community of readers" as parents are the primary role models for their children.

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

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

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

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

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

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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:

Additional Information

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

Paste additional information here

Total	0	0	0	0	0	0	2	3	6	2	6	6	5	30
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

NYSESLAT Modality Analysis

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

NYS ELA

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

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			1						1
6			2						2
7			2		6				8
8			1		1				2
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		1						2
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	12		10	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
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Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 01M450 **School Name:** East Side Community H.S.

Cluster: 101 **Network:** CFN

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.

We look up the ATS report UPPG that specifies students' home language. Not only for our ESL students but also for students who may be fluent in English, but whose parents speak a language other than English.

- For incoming students we pay special attention to the Home Language survey to assure that staff is notified of parents' home language in order to ensure proper communication with families.
- At the end of the prior school year we ensure that students are scheduled to have an Advisor that speaks the parent's Native Language as much as possible in terms of staffing availability. This assures that all parents have a liaison that will communicate information to them on a regular basis. The parent is thus, also able to inquire about their child's education in depth. In cases where there is no Advisor on the particular grade that speaks the parents' Native Language, we provide the Advisor (and all staff members) with the DOE translation services. We also provide the staff with names and contact info. of other staff members who are fluent in languages other than English.
- Letters and calls (on the School Messenger) are sent home in English, Spanish, and Chinese. We are working on expanding communication in the 4 other languages as well.

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.

This 2011-2012 school year, according to the UPPG report on ATS we have: 76 students whose parent / guardian's main language is Spanish, 27 Chinese, 3 Polish, 2 Bengali, and 1 Japanese, 1 Urdu, and 1 Tibetan.

- The information is then submitted to the Advisor of each child. Before the school year began teachers had 3 days of P.D. where they were able to prepare their Advisory curriculum, systems, and procedures. Advisors are at that time provided with all pertinent information about their advisees, including home language and the translation and interpretations that each family requires. Throughout the year teachers meet weekly as a grade. Whenever a new student is enrolled, home language information is provided to the Advisor and teachers of that grade.

- As stated above teachers are provided with the DOE translation and interpretation services. We also give mini-tutorials to teachers of how they can also use resources such as Google Translation. Teachers are also provided with names and contact info for staff members who are fluent in languages other than English who can assist.
- During our Professional Development Data Days we look closely at data in terms of students' academic performance and how this correlates with parent involvement. We look closely at reasons for why certain parents are not as involved due to language barriers. We make plans each year to improve in such areas. We also consult in this area with the School Leadership Team and the Parents' Association where they provide us with ideas, plans of action and assistance.

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.

The written translation services will be provided in a timely fashion to all families. The School Leaders and Parent Coordinator look over the school calendar and ensure that notices are created and disseminated to the appropriate families / students.

We identify students whose parents are not fluent in English and provide such translations. One of the Assistant Principals and office staff school-aides translate all documents from English to Spanish. For parents whose language is not Spanish, we use the DOE written translation online services and the Google online translation services as well.

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.

Oral interpretation services are provided in Spanish by school staff. For translations needed in languages other than Spanish we make use of the DOE's translation phone services.

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>.

As stated above, we will ensure timely translation by planning ahead and keeping a close eye on our school and DOE calendar to plan ahead in terms of notifications sent home.

Through proper identification of native language spoken at home for each student, we will ensure that all written information is sent in the native language. We will also provide oral translation services through school personnel and through phone translation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: East Side Community High School	DBN: 01M450
Cluster Leader: Corrine Relloanselmi	Network Leader: Marina Caulfield
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✱6 ✱7 ✱8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

In order to supplement the ELL instruction during the regular school day, improve academic writing skills, enhance reading comprehension, build vocabulary and achieve fluency in English, ELL students receive additional instructional support from a certified ESL teacher who will teach a Title III after school program. Students are grouped according to their English skills, and according to their areas of need (spelling, grammar, speaking, reading, writing), and according to their grade level during the after school program in order to extend the practices for developing reading and writing during the day. The ESL teacher also collaborates with subject teachers (ELA, Math, Social Studies, and Science) to differentiate, modify, and provide additional support with assignments in the content areas. Our goal is to develop a higher level of academic language and content area literacy, as well as develop and enhance academic writing skills and develop reading comprehension which is an area of need for our students as shown by the NYSESLAT scores.

Current ELL students (in grades 6-12th) receive Title III supplemental and differentiated instruction with a certified ESL teacher. The language of instruction is English. The teacher will work to help our target ELL population of 30 students with after-school support services. Students will receive small group instruction based on current academic and linguistic levels Tuesday to Thursday from 3:30 to 5:30 p.m.. Tues: 3:30 - 5:30 = 6th -8th grade (11 students), Wed: 3:30 - 5:30 = 9/10th grade (8 students), Thurs: 3:30 - 5:30 = 11/12th grade (11 students). Although the groups have the flexibility of varying throughout the year depending on where their needs will be better met and where they can be challenged and supported best.

The instructor will utilize guided lessons that will develop their English Language skills by: enhancing vocabulary through context, definitions, and conversation. Students will also develop their writing, reading, and listening skills--with an emphasis on comprehension. The Title III supplemental instructional program will include development of skills in areas of ELA, such as essay writing and grammar instruction as well. Students will have the opportunity to practice for tasks of the English Regents such as interpreting of critical lens and writing essays. They will focus on reading strategies meant to enhance comprehension, work on vocabulary building, fluency and decoding. The end goal being to not only develops BICS but to also promote their CALP. High quality, standards based instructional materials will include ESL books in English. Additional areas of instruction offered are in Math, Social Studies, and Science. Different texts will be used to support the development of language: examples of high quality books that will help to increase English skills are the following: Walker High (series) by Perfect Learning; Claudia Christina Cortez (series) from Stone Arch; The Max Axiom (Science series); and the Graphic Citizen (series on U.S. government). ESL Teacher will modify texts to suit students' proficiency as well as

Part B: Direct Instruction Supplemental Program Information

provide graphic organizers to scaffold instruction and promote comprehension.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Six teachers, two ESL teachers, the Literacy coach, and three other content area ELL teachers will explore strategies that will accelerate development and academic language in English and achievement in content areas. Four one hour sessions will be conducted on the first Monday of the month from January to May from 4-5. In order to increase the level and quality of differentiated instruction and further establish our mission as an inclusive school, teachers will take part in professional development. The goal is to help support our increased ELL population through awareness and curriculum development. This will be in conjunction with our ongoing work and discussions around best practices through Urban Schools Attuned (many of our staff are already trained in this PD). This PD will provide support for the Title III instructional program. Professional books made available for study groups include the following: Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn (ASCD); Meeting the Needs of Second Language Learners: An Educator's Guide by Judith Lessow-Hurley (ASCD). To improve knowledge and advocacy for ELL students, teacher study groups will be formed on site.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The school provides three Title III meetings with ELL parents to provide strategies on how to support their children's academic success. The meetings are to be held February 23, March 17, and April 22--spring semester 2012. Parents will have the opportunity to voice their concerns regarding their child's language acquisition and academic progress as well as learn how to better support their child. Topics may be offered to provide support such as the following: "Understanding the NYS Math test and Supporting Your ELL Child at Home to Prepare for It"; "English Language Arts and Literacy and How to

Part D: Parental Engagement Activities

Support your ELL Child’s Language Skills Development”; “Summertime English Support for your ELL Child at Home – How To Keep the Learning Going over the Summer.” The meetings may be lead by a school leader and the ESL teacher and a content teacher of ELLs. Translators will be available in order to serve all parents of ELL students at ESCHS.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

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 		*
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		