



Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: LOWER EAST SIDE PREPARATORY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M515

PRINCIPAL: MARTHA POLIN

EMAIL: MPOLIN@SCHOOLS.NYC.GOV

07-22-2013

SUPERINTENDENT: ANTHONY LODICO **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
Martha Polin	*Principal or Designee	
Paula Chen	*UFT Chapter Leader or Designee	
Leonardo Aulestinarte	*PA/PTA President or Designated Co-President	
Manuel Quinones	DC 37 Representative, if applicable	
Zhao Jin Cai	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Jaimie Wu	CBO Representative, if applicable	
Rene Anaya	Member/Assistant Principal	
Victoria Rasinskaya	Member/Teacher	
Cecilia Yang	Member/Guidance Counselor	
Guang Hua Chen	Member/ Vice President/Parent	
Hui Ying Zhao	Member/ Treasurer/Parent	
Ava Jin	Member/ Secretary/Parent	
Bao Jian Chen	Member/Parent	
Jiang Hao Liu	Member/Student	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 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 #1

"By June 2013, all teachers are expected to have evidence of citywide instructional shifts in their instruction as documented in the informal and formal observations.

Comprehensive needs assessment

LESP will continue with its Professional Development initiative Designs for Learning to meet the professional needs of our teachers when instructing an at-risk population of over-age and under credited students as well as a large ELL population that has become more diversified with Chinese, Spanish, Arabic, and Bengali etc... speakers. Professional needs include incorporating the common core standards, modifications necessary to address text complexity, incorporating technology, student engagement, differentiation and scaffolding and mentoring of new teachers. We will continue to work collaboratively to develop instructional strategies that target our unique population as well as meeting the citywide instructional shifts for 2012-2013. Our teachers will specifically look at the performance for the lowest third in their classes in meeting and /or exceeding January and June Regent's results in the different subject areas.

Instructional strategies/activities

- Designs for Learning is based on Japanese Lesson Planning in a modified version. Teachers meet in content area groups with one or two certified ESL teachers. Teachers work on one module for four weeks at a time, which is considered one cycle. Each cycle is planned to meet the citywide instructional shifts for this school year: Teacher Framework, Common Core Standards, Technology, Text Complexity, and Student Engagement. The teachers plan a lesson geared toward a specific subgroup, a teacher volunteers to teach the lesson either after school or during the school day, teachers critique the lesson using a precise protocol, teachers examine student work from the lesson and then revise and write their own lesson plan incorporating what they have learned through the cycle. Designs for Learning begins in September and ends in June. Teachers can target any subgroup that exists in their classes. For example, collectively the teachers may want to write a lesson that targets the lowest third in their class or ELLs in their classroom. Administrators and AUSSIE staff developers are assigned to each group and provide feedback to staff members. The Professional Development Committee members lead the teachers through the different protocols and maintain binders in which all teachers and student work is collected. All other professional development opportunities calendared by the Chancellor support the efforts of our initiative by taking a deeper look into a small strategy with the modules.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- See PIP on pp. 14-16.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- We have empowered a teacher professional development team that coordinates the Designs for Learning Program. The teachers have voted through an SBO to have this time and they are very committed to the program. The team facilitates the Designs for Learning Group discussion and presentations. This group also makes up the Inquiry Team which gives them a unique perspective and helps them identify particular strengths and weaknesses that exist in our program. We will monitor teacher growth and implementation of various programs including Common core Standards, Text complexity, incorporating technology, etc. through teacher observations, administrator/ teacher meetings, teacher professional goals and objectives and student performance. Our AUSSIE professional developer plays a supportive role to the Professional Development Team and is covered through Title I funds and title III funds.

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

Grades 10-12 teachers of math, ELA, Social Studies and Science will work in teams to develop and implement two Common Core aligned units of study culminating in a performance-based assessment, as evidenced by unit/lesson plans, use of protocols for looking at student work and protocols/tools for ensuring Common Core alignment.

Comprehensive needs assessment

LESP will meet the citywide instructional objectives for students to receive two units of instruction in ELA, Social Studies, Math, and Science based on Common Core Standards that end in a performance based task set by the city through its Professional Development Program Designs for Learning. Designs for Learning is mandatory for all teachers as per an SBO vote for the extra minutes. All teachers must become more fluent in Common Core Standards and be able to design a unit of instruction in the fall and spring semesters that end in a performance based task as per the NYC DOE mandates.

Instructional strategies/activities

Designs for Learning is modified version of Japanese lesson planning that includes a four week cycle of teachers working collaboratively in their perspective departments in conjunction with an ESL teacher. All teachers cycle through a Common Core Standards module that has the teachers design a lesson based on CCLS. A teacher volunteers to teach the lesson while the other teachers observe and provide feedback using protocols. Then, they examine the student work and create an individual lesson that incorporates what they have learned. Teachers were also given a detailed professional development session in November outlining and detailing performance based tasks, identifying specific standards, creating rubrics and identifying subgroups of students to target during the unit. Teachers were asked to bring a unit of study to transform during this Professional Development opportunity and were provided time to develop and revise units of study. All teachers are expected to teach one unit in the fall term and one unit in the spring term.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- See PIP on pp. 14-16.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The Designs for Learning program will be coordinated by the Professional development Team/ Inquiry Team. Their unique perspective on data, instruction and assessment gives them the ability to identify pedagogical issues that need to be addressed. In order to prepare for the PARCC assessments and more rigorous Regents Examinations teachers must present lessons addressing the Common core with performance based tasks both in Designs for Learning and in their classroom teaching.

ANNUAL GOAL #3 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 #3

On the June 2013 ELA Regents Exam there will be a 2% increase in students passing the exam with a 75% of higher to reflect college and career readiness.

Comprehensive needs assessment

LESP has a large ELL population, which are mostly newly arrived immigrants from China and the Dominican Republic. LESP has enjoyed great success in preparing our ELL students for the English Regents exam. This year the city's Progress Report added a new measure "College and Career Readiness Index." On the 2011-2012 Progress Report LESP reported the average score for students was 74%. There was a 88% passing rate of students obtaining a 65% and above. Based on the 2012 Progress Report, LESP had 50% of the students taking the ELA passed at the College and Career Readiness Index of 75% or higher. The goal is to increase this by 2%; as a result LESP should report that 52% of the students should pass the ELA Regents exam at the College and Career Readiness Index of 75% or above.

Instructional strategies/activities

Extended day courses taught by the ESL and ELA teachers will support our ELL population preparing to take the English Regents in June 2013. LESP's Inquiry Team has identified students in the lowest third preparing to take the exam and has distributed a questionnaire to teachers inquiring about instructional strategies that have been successful with these specific students. Professional Development meetings during the school year as well as Design for Learning allows teachers to build on scaffolding strategies, building vocabulary and literacy strategies these students need to meet the college and career readiness index. We continually monitor student progress through periodic assessments, formative and summative assessments, Regents Examination outcomes and adjust instructional strategies accordingly.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- See PIP on pp. 14-16.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Regents Preparation Courses are made available to all students prior to each examination period. The Assistant Principal Supervision oversees the extended day and Saturday Academy to ensure teacher quality and student participation. These programs are funded through Title III and Fair Student Funding budget items. The expectation for the coming semester is that teachers will increase the number of assignments featuring reading, writing, evidence based writing, text complexity in order for students to achieve mastery.

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

By June 2013, 25% of teachers will have participated in a blended learning pilot designed to help them provide opportunities for students to engage in online learning and accumulate credits.

Comprehensive needs assessment

There is a growing need for students at LESP to engage with online learning to accumulate missing credits and to recover credits they need. Teachers need to become more proficient in using the iLearn platform and incorporating technology into their daily instructional routine.

Instructional strategies/activities

Select group of teachers will meet monthly for iLearn training meetings. A newsletter is distributed monthly to teachers participating with blended learning. Teachers self select a month in which they sign up for a unit in developing a blended learning unit. The students involved in the iLearn platform include students in the lower third as well as our ELL population. All teachers participate in a module within Designs for Learning that focuses on using technology in the classroom to foster higher student engagement. Teachers will participate in shared best practices with technology in January and June.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- See PIP on pp. 14-16.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I SWP funds the iLearn program at Lower East side Prep. One teacher has taken the point as iLearn coordinator as part of the Circular 6 Assignment. There are also content area teachers involved in the program as well as the library Media specialist. The iLearn coordinator works with teachers to provide professional development and curriculum support.

ANNUAL GOAL #5 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 #5 Not applicable

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	ESL tutoring during lunch with certified teacher. Paraprofessional and certified teacher push in to specific classes throughout the day. SIFE program for newly arrived immigrant students. Resource room for students needing AIS services identified by Guidance Counselors.	One to one instruction, small group instruction, peer tutoring.	During lunch, after school programs and Saturday Regents prep starting in early December through January and late May through June for Spring exams.
Mathematics	Peer tutoring and lunch time tutoring with certified teacher. Math Lab during lunch for identified students with certified math teacher. Resource room for students needing AIS services identified by Guidance Counselors.	One to one instruction, small group instruction, peer tutoring.	During lunch, after school programs and Saturday Regents Preparation Courses five Saturdays prior to Regents Examinations in January and June.
Science	Peer tutoring and lunch time tutoring with certified teacher. Lab recovery minutes available with lab specialist.	One to one instruction, small group instruction and peer tutoring.	After School program in science elective with lab requirement; Saturday Regents Preparation Courses five Saturdays prior to Regents Examinations in January and June.
Social Studies	Global Support class for newly arrived immigrant students, lunch time tutoring with certified teacher during lunch, After school credit recovery programs.	One to one instruction, small group instruction and peer tutoring. Class instruction during the day.	After school programs. Saturday Regents Preparation Courses five Saturdays prior to Regents Examinations in January and June. Lunch time and after school tutoring.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	Behavioral and academic counseling support via LESP counselors NYU Silver School	One to one services and group counseling available. Class instruction.	Individual counseling and small group counseling is provided during the school day and is based upon student

Worker, etc.)	intern program and SPARK counselor; academic advisement acculturation for new students through LESP counselors. Mental health support through Charles B Wang RTR program. and referral services; Career and college counseling services through LESP college counselor and supported by iMentor! and Grand Street Settlement program.		schedules. All academic advisories and acculturation advisories occur for new students during their lunch time. College and Career counseling happen during the school day and lunch time presentations.
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The real strength of the school is the creation of a school that allows teachers to share and experiment with various instructional techniques. For example our Designs for Learning allows actual lessons with students to be demonstrated, followed by warm and cool feedback. Elements of this protocol have been developed in concert with the pedagogical staff and the administration. This unusual model continues to foster conversations and improvement in lesson delivery. There is a teacher committee constantly improving and evolving the process to refine feedback and derive maximum benefit for all teachers and students.

We offer our teachers opportunities to attend Professional Development Conferences including TESOL, Association for Supervision and Curriculum Development, National Council of teachers of English, the National Principal's Institute.

The administration has a firm commitment to onsite, individualized Professional Development. To that end, we devote a major portion of discretionary funds to providing teachers with the best consultants available. There is a full time coach on staff to further initiatives and mentors one teacher at a time. Additionally, there is on-going support provided by the Teacher Center staff developer, AUSSIE, the New York City Writing Project, QTEL and the office of ELL's. Staff developers are on site for the equivalent of three days per week in addition to our full time, on-staff teacher center/ literacy coach.

Lower East Side Preparatory High School has a partnership with New York University. Through this partnership we have offered several student teaching placements. When we have an opening we are able to draw from the student teachers we have trained to be teachers in our schools. In addition we have hosted student teachers from Hunter College.

One of the earmarks of the school is that we currently have two teachers and an educational paraprofessional who are graduates of LESP.

We have a rigorous interview process where candidates present before a group of administrators and teachers. Qualified candidates then have to present a demonstration lesson which is assessed for content, student engagement, classroom management and knowledge of content.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Lower East Side Preparatory High 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;

Lower East Side Preparatory High 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;

Lower East Side Preparatory High 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED**

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

II. Parent/Guardian Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Sumita Kaufhold	District 01	Borough Manhattan	School Number 515
School Name Lower East Side Preparatory High School			

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

Principal Martha Polin	Assistant Principal Rhonda Huegel
Coach Gail Sternfeld	Coach
ESL Teacher Richard Ciriello	Guidance Counselor April Chan
Teacher/Subject Area Teresa Devore, ESL	Parent Cheng Huang
Teacher/Subject Area type here	Parent Coordinator Cheechee Kung
Related Service Provider Luquan Wang	Other Rene Anaya
Network Leader Lisa Pilaski	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	12	Number of certified bilingual teachers	13	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	13	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	5
Number of teachers who hold both a bilingual extension and ESL certification	4	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	570	Total Number of ELLs	425	ELLs as share of total student population (%)	74.56%
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Part II: ELL Identification Process

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

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

1. LESP has rolling admission because we are a transfer school. Most of our students come at the start of each semester, Septemeber and February. 80% of the students are recent immigrants from China and speak various levels of English with some not knowing any English on arrival. In addition to our Chinese speakers we have taken 42 Spanish speakers with no English. At registration there are several school aides, guidance counselors, parent coordinator and family paras that speak Chinese, Spanish and English and assist families through the registration process. Before families even receive paperwork there is an oral assessment of who is a possible ELL. During the intake process, the additional following steps are taken in order to identify possible ELL students: The Home Language Identification Survey is given. Once a Parent /Guardian indicates a language other than English, the Lab/BESIS coordinator and liscenced ESL teacher, Teresa Devore, interviews the student to assess English language capability. LESP has school aides that trasnlate in Chinese and Spanish for Ms. Devore. Students are interviewed by Ms. Devore and asked to write in English. Based upon their ability, their ESL level is identified. ESL identification is based on our school's developed benchmarks. After their ESL level is determined, if the student has been accepted, the Guidance Counselor programs the student for classes. Within the first ten days the student is administered the LAB-R, by Ms. Devore. If students have attended a prior NYC school, the LAB/BESIS Coordinator, Teresa Devore, still interviews the student to assess their ESL level in order for them to be placed in our ESL classes based on our benchmarks. Based on these results, students are programmed by the Guidance Counselor if the student is accepted. Ms. Devore searches ATS for a prior LAB-R test score and records such score and date onto the intake form. If no score exists, the LAB-R test is administered within the first ten days of their admission date. Spanish speaking students are given the LAB-R in Spanish to assess their native language fluency. If we find that students are at a low level in their native language they are programmed for a special ESL Seminar class which meets everyday along with their double period ESL class. Chinese speaking students are also given an in house assessment to determine their native langauge fluency. This helps us determine potential SIFE students as well as target these students, with a low level, for afternoon classes. These results help the school community understand their fluency in their native language. Students are programmed for a Native Language Arts class along with three periods of ESL. The NYSESLAT is administered yearly during the Spring semester. ELL and bilingual –certified staff conduct oral student assessments. The reading, writing and listening subtests are administered on one day to all entitled ELL students. This process is coordinated by the AP, Administration and the LAB/BESIS Coordinator, Teresa Devore. The NYSESLAT scores are entered into the system during the summer after they have been submitted to the Regional assessment coordinator. In the fall, the LAB/BESIS Coordinator, Teresa Devore prints a NYSESLAT report of scores to determine updates in student programs. This information is forwarded to the guidance department. Students receive written notification if they will continue to receive services, as well as if they are no longer are entitled. If students are no longer entitled to servces their student programs are adjusted by their Guidance Counselor.

2. During the registration process parents are presented with the three program options: transitional bilingual, dual langauge and freestanding ESL. After students are intervied and accepted, the Parent Coordinator, CheeChee Kung who also holds a pedagogical license, Bilingual guidance counselor, and Spanish speaking school aide meets with every parent. A DOE video for parent orientation is shown. This video describes the transitional, bilingual and ESL programs for parents. The Parent Coordinator further explains the

video and answers any parent questions which may arise in the native language of the parent. Parents make a program choice and sign the parent survey form after they watch the video. Based on that choice, the Guidance Counselor explains how their child will be programmed for the academic semester. Ms. Kung also informs the parents that they can change their program selection at any time by contacting the LAB/BESIS coordinator, Ms. Devore. She informs them that within the first ten days of attendance, their child will be tested using the LAB-R. They will be informed of the results in writing. Letters will be sent home via the student. Every Spring students are administered the NYSESLAT. Based on these results, guidance counselors make adjustments to individual student programs. Students, parents and / or guardians are notified if they are entitled to continue ELL services or if they are no longer entitled to ELL services. All letters are sent in the beginning of the year, September, via the student.

3. Directly after watching the video the Parent Survey and Program Selection form is completed and signed. These forms are maintained in the ELL office at the school as a matter of record. Two bilingual teachers keep an electronic database of what forms were received and signed by parents at registration. All letters that are sent home are kept in binders in the ESL office and maintained by the LAB/BESIS coordinator, Ms. Devore with a copy in the student's guidance folder. There is a separate binder for each letter in alphabetical order. Parents receive all notification via students. Guidance Counselors deliver all letters personally to the students.

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

5. The trend for the past three years has been a selection of bilingual education coupled with ESL classes. Forms are given and returned the same day as registration. Completed forms are collected by the Parent Coordinator. The Parent Coordinator files everything in the ESL office after a bilingual science teacher Ms. Yun enters the information into an electronic database. By keeping this record, we are able to identify program selection trends.

6. Our gathered information and research over the past 5 years, has indicated that 60% of our student population is more recently represented by rural areas rather than from urban areas. This information is collected through the RESI in ATS and the SIFE survey. In addition, the ESL teachers create and distribute students information surveys that help the school track the student populations. As a result of this data, we have had to increase the amount of lower level ESL classes. In addition, by comparing Master Schedules from HSST /STARS every fall term, when we register the majority of our students, we program more ESL I, II, III classes than in previous years. Since we keep a record of program selection and therefore know most parents choose bilingual education, the school adjusts available classes and course offerings through the Programming Office. We program students every semester and based on course request build a school schedule. In order to keep in alignment with parent choice, we hired a new ESL teacher and added a NLA class.

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="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese and Spanish- both with English
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)											7	5	4	16
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained											7	6	5	18
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	14	11	9	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	425	Newcomers (ELLs receiving service 0-3 years)	407	Special Education	0
SIFE	100	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	7

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	373			9			2			384
Dual Language										0
ESL	25	100		3			8			36
Total	398	100	0	12	0	0	10	0	0	420

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											34	7	4	45

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
Chinese											197	140	47	384
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	231	147	51	429									

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											34	7	4	45
Chinese											197	140	47	384
Russian														0
Bengali											3			3
Urdu														0
Arabic											1			1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											3			3
TOTAL	0	238	147	51	436									

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

A. Programming and Scheduling Information

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?

1. At LESP the instructional period is 47 minutes. The bell schedule allows for classes to meet 5 times in a week, allowing a double period once a week. All the students go to lunch fifth period and fourth period is the same Monday through Friday. LESP uses a balanced literacy model and each classroom has its own library. Teachers use guided or shared reading in their instruction. A full time literacy coach provides professional development for teachers. Instruction is delivered in bilingual content areas using the SIOP model in conjunction with the workshop model, or other method that allows for student engagement. Student levels vary in all classes, therefore, teachers must differentiate the instruction. ESL teachers work with content area teachers to design and deliver curriculum that supports content area classes. Currently, we are incorporating Common Core standards into daily instruction in all classes with the focus on complex texts. In NLA classes, the curriculum is designed to support the ELA standards, in order for students to be successful on the New York States English Regents. Through native literature, students learn the literary elements and how to answer the tasks on the English Regents Exam, such as the critical lens question.

A. and B. LESP offers the Departmentalized organization model, with ESL being the largest department. ESL/English and NLA teachers work closely with one another to ensure student progress and proficiency on the NYSESLAT exam and English Regents exam. Students receive three periods of ESL and one period of NLA instruction. Both ESL and NLA classes are based on level not grade. Our other departments, Math, Science and Social Studies have both bilingual and monolingual teachers who meet regularly as a department. Again classes are not organized by grade only on students individualized needs. Students in ESL 1-4 are given bilingual classes in the content area, and classes are heterogeneous or mixed English ability. Teachers are expected to differentiate the material. When students reach ESL 5 we transition them into monolingual classes to ensure proficiency on the New York State Regents Exam, since many exams are not offered in Chinese. Since we are a transfer school, every student is given an individualized program.

2. Students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. Simultaneously, students who opted for the Transitional Bilingual Education program (TBE) receive 180 minutes of Native Language Arts instruction per week. Classes are 47 minutes and meet five times a week, once a week as a double period. Monday and Friday the school operates a one through eight bell schedule starting at 8:02 am and ending 2:39 pm. On Tuesday, period one and six are a double period, with no third and eighth period. On Wednesday, period two and seven are double periods, with no first or sixth period. On Thursday, period three and eight are double periods, with no second or third period. Fourth period meets every day and students have lunch fifth period.

A. ESL, ELA and NLA classes are stand alone classes. In ESL 1 - IV students have a double period of ESL with another period for ELA and NLA. When students reach Level V, ESL classes are a single period with an ELA class and NLA class. When students are ready to take the ELA Regents Exam, they are programmed for E7EWS which is a double period. This class was designed to prepare students for the EXRL.

3. There are currently 12 fully certified ESL teachers, 14 fully certified bilingual and one ESL/bilingual teacher at the school. There are currently 31 ESL Classes ranging from ESL 1 (Beginners) to ESL 7 (Advanced). At registration, students are placed in ESL classes based

A. Programming and Scheduling Information

on our benchmarks. Our Bilingual program provides instruction in both English and Chinese. For example, we offer Bilingual Living Environment Term One, students can expect the teacher to be licensed in the correct content area and be able to deliver the instruction in Chinese as well as English. As the term progresses the administration expect instruction by the end of the term to be mostly in English. In a regular Living Environment class Term One the instruction is entirely in English with glossaries to help the students. Currently, we offer the following courses as bilingual: Living Environment term one and two, Earth Science term one and Two. Forensics, Living Environment, Earth Science, AP Chemistry are in English only for our American transfer students and open to ESL students that are at an ESL level of V and above. The Social Studies Department offers Global and US History as bilingual classes. Economics and Participation in Government is only in English. Chinese ESL students that are at Level V are eligible to take these classes. The Math Department offers Algebra and Geometry in the bilingual program. We offer these classes in English for Transfer students and free Standing ESL students. Trigonometry and AP Calculus the instruction is delivered ENGLISH only, with glossaries to assist instruction. All teachers across the content area provide translated materials, work on vocabulary development, and use modified materials for ELL students. Many of the ESL teachers also offer supplementary lessons to support all content areas classes. All materials correspond to the level of each student as determined through formative and summative assessments developed by teachers, as well as performance on periodic assessments, and the NYSESLAT.

4. All ELL students are evaluated in the native language during the registration process. We have all students write a response to a question in their native language. This informal assessment is shared with the ESL department. Chinese students are programmed for NLA classes and are given many formative and informal assessment throughout the term. If they are proficient in their native language students are programmed for advanced or AP Chinese. Our Spanish students are programmed for an ESL class taught by a native Spanish speaker. The teacher is able to assess with formal and informal assessments their language ability. If students need extra support in their content area classes we schedule a spanish speaking education paraprofessional to assist the classroom teacher.

5. All teachers are strategic when planning their lessons and are expected to differentiate. Since our student body is very diverse, and includes a large population of ELLs, as well as transfer students from around the city, we focus on scaffolding the material for all learners. Teachers use a variety of pre-assessment tools when beginning a unit of study to differentiate and group students. Lessons are built around student readiness, motivation and interest.

A. In addition to their individualized student program, Students with Interrupted Formal Education (SIFE) are offered supplemental coursework and materials through our extensive extended program. There is a guidance counselor assigned to these students and meets with them weekly to check their academic progress.

B. Newcomers that enroll in May and June for the following academic year, are expected to attend an six week course during our summer school program funded partly through Title III funding. They are offered programs in ESL, acculturation to their new lives in New York City and survival English. When new immigrants arrive during the school year, they are given an afterschool class called WALK and TALK New York City. They are also given additional ESL classes.

C. ELLs receiving services between 4-6 years are given ESL classes with a companion ELA class that prepares them for higher educations as well New York State Assessments. Guidance Counselors who identify students as needing Academic Intervention Services are programmed for after school classes that support their specific needs. Students are encouraged to attend SAT Prep classes offered through Grand Street Settlement. Students are also weaned of the bilingual classes in order for them to immersed into the English language.

D. The majority of our ELL students are recent immigrants from China. These students graduate within three years of high school. Our graduation rate for students who spend at least two consecutive years at LESP is 89%. Most students are not with us for six years. Students that are ELLs and come from other schools and have not gained proficiency and are targeted as a long term ELL receive additional supports after school through enrichment classes. These classes also support students in obtaining high school diploma requirements. During regular school day long term ELLs are given support through differentiation of lessons and tiered lesson planning.

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

A. Programming and Scheduling Information

tutoring, counseling and collaborations among all content teachers.

5. We offer a wide range of after school programs through our 21st Century Learning Community Grant in conjunction with the Chinese American Planning Council. These courses are developed to meet the needs of our students which includes skill building, remediation and enrichment in English Language, as well as opportunities for our overage population to earn credits toward graduation. Students are identified by their Guidance Counselor, Inquiry Team, or PPT. In addition, we target students in specific cohorts that need to pass the English Regents. That specific group of students is further divided into ESL levels. These classes are funded through Title III, SIFE grants, Fair Student Funding, and VATEA funding. In addition to after school classes, students may be referred to summer school or lunch time tutoring with content teachers or peer tutoring. These opportunities are offered in English and Chinese. Currently, our students do not have problems in math.

6. A variety of instructional strategies are used when dealing with students that are ELLs as well as students with Disability. Grade level content is used but presented through differentiated strategies. All teachers at LESP have received an enormous amount of professional development on scaffolding and tiering lesson plans. The instructional outcomes are the same for students but the steps to success vary from student to student. The Special Education teacher works one on one with students during their resource room period and all IEPs with benchmarks are given to teachers. Teachers use the SIOP model when creating lesson to introduce content vocabulary to students.

7. Students currently enrolled at LESP with IEPs who are ELLs receive SETTS only. All students are in the Least Restricted Environment.

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

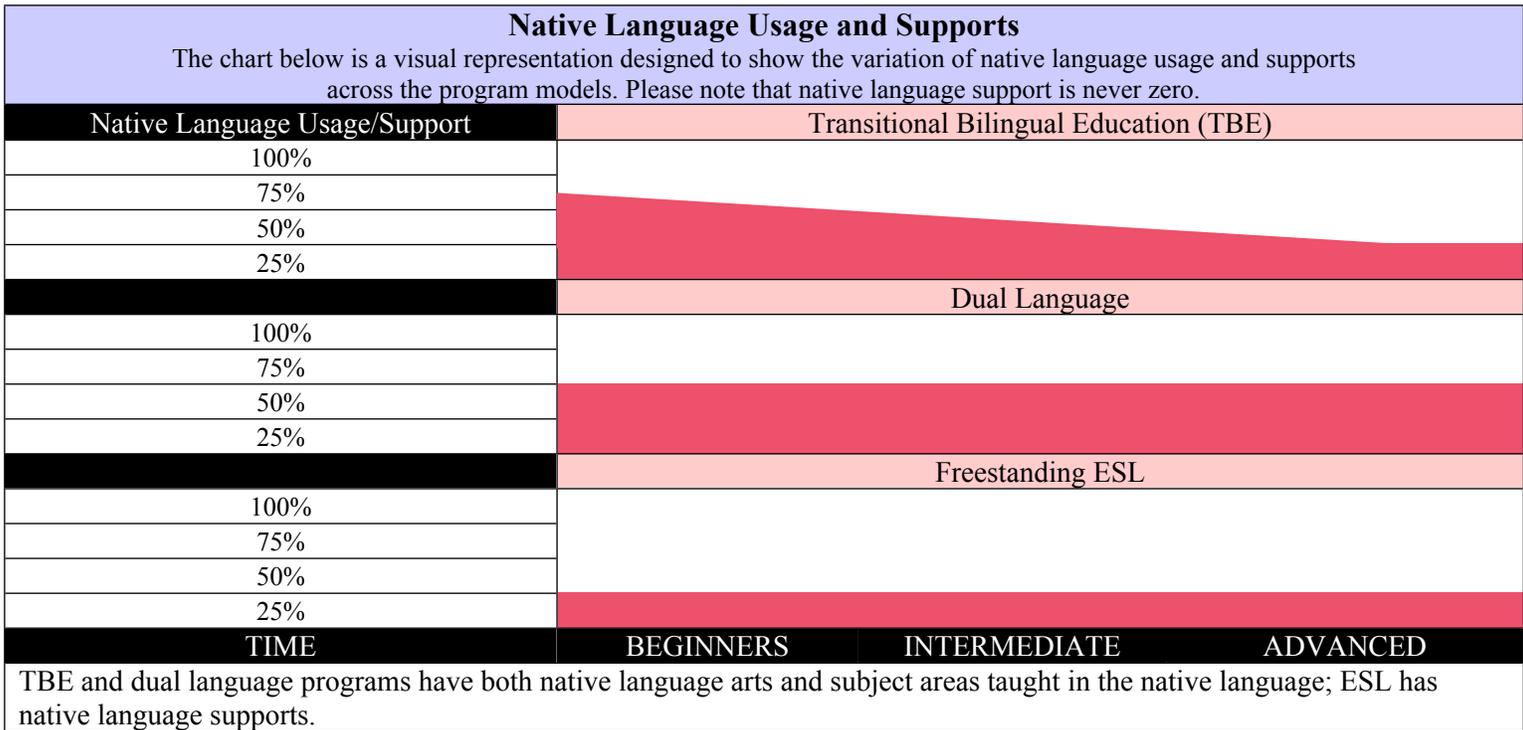
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	Chinese / English			
Social Studies:	Chinese / English			
Math:	Chinese / English			
Science:	Chinese / English			

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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?

8. We offer a wide range of after school programs through our 21st Century Learning Community Grant in conjunction with the Chinese American Planning Council. These courses are developed to meet the needs of our students which includes skill building, remediation and enrichment in the English Language, as well as opportunities for our overage population to earn credits toward graduation. Students are targeted by their Guidance Counselor, Inquiry Team, or PPT. In addition, we target students in specific cohorts that need to pass the English Regents and complete diploma requirements. That specific group of students is further divided into ESL levels. These classes are funded through Title III, SIFE grants, Fair Student Funding, and VATEA funding. In addition to after school classes, students may be referred to summer school or lunch time tutoring with content teachers or peer tutoring. Lunch time tutoring is given in each discipline / content area. The instruction is in English or students native language. On Wednesday afternoons, Spanish speaking students can attend afterschool tutoring with the Educational Paraprofessional. Content teachers collaborate with the paraprofessional to provide meaningful instruction. We offer peer instruction after schools 4 days a week. Instruction for individual tutoring is in students' native language and English.

9. When students pass the NYSESLAT but are still identified as lacking proficient English for college or career readiness we continue to give them ESL support in L7 and L8 classes along with their English class. However, many of our students graduate without passing the NYSESLAT because it takes an average of 7 years to learn academic English. Students who are still eligible for extended time are identified for state testing and translation is provided when necessary.

10. NONE

11. NONE

12. We offer a wide range of after school programs through our 21st Century Learning Community Grant in conjunction with the Chinese American Planning Council. These courses are developed to meet the needs of our students. Those needs include skill building, remediation and enrichment in English Language, as well as opportunities for our overage population to earn credits toward graduation. Our programs are funded through Title III, SIFE grants, Fair Student Funding, and VATEA funding. Currently, we offer ESL/ELA Prep, Walking / Talking New York, Literature and Writing, EREADER, Toastmasters, Global Survey, ESL Enrichment, Modern Dance, Art History and Culture, etc. During May and June, we offer the students Regents prep on Saturdays. The goal of all these programs is for the students to become English proficient and pass the English Regents as well as graduate with their cohort. Currently 90% of our students who apply to higher education are accepted into a two or four year college.

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

Discovery's United Streaming, science teachers use GIZMO, many of our classrooms have Smartboards. Teachers also design their own material to support their content area.

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

15. LESP is a transfer high school serving students primarily between the ages of 17-21. Most of these students are ELLs and we are careful to align language acquisition and counseling commensurate with the student age. Counseling for our older students includes preparation for entry into the workforce as well as higher education pursuits. This includes acculturation into American society. A large amount of our student support services for our ELL population is evidenced in our extended day program. This program is strengthened by a partnership with the Chinese American Planning Council via a 21st Century Learning Community grant. Our extended day classes include skill building, remediation and enrichment in the English language.

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

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. Professional Development Plan – We focus our yearly professional development on best practices which includes ESL strategies and methodologies. All teachers receive professional development on employing the SIOP method for lesson planning. All administrators, bilingual content area teachers, Native Language Arts teachers and ELL teachers participate in professional development throughout the year. One activity all teachers and administrators participate in is Design for Learning, formerly known as collaboration laboratory. Design for Learning (D4L) occurs twice a month after school and is a four session cycle. Teachers are allowed to choose the order of their cycles but all go through the same five modules: Teacher Framework, Differentiation, Student Engagement, Common Core Standards and Text Complexity. During the four session cycle teachers are expected to design a lesson together, paying particular attention to the module. After the lesson is designed, it is taught to a group of students after school or videotaped during the day. Teachers observe the lesson and critique it using a set protocol. The lesson is redesigned using feedback. This year an added component was to look at student work resulting from the lesson. Another protocol is used to evaluate student work. This concept was developed to model Japanese lesson planning. Content area teachers were given professional development during the summer on the SIOP model. LESP has a teacher center staff developer, Gail Sternfeld, who works with teachers on developing lessons that appropriate for ELLs. AUSSIE provides professional development three times a week to a variety of teachers on developing strategies and developing lessons using the SIOP model. Teresa Devore, Yuri Akiyama and Victoria Rasinskaya have worked with staff developers from the Lincoln Center Project. Marta Ralston, Teresa Devore have worked with New York City Writing Project. Our CFN is developing a professional development plan for our Math Department. There are three staff development days worked into the school calendar which provide a variety of activities for teachers. These PD activities include sharing best practices, using data to inform instruction, Japanese lesson planning, analyzing students work, and creating student folders. School Secretaries are given Professional Development through the network on entering student information in ATS. This includes completing registration packets for all incoming students and providing documents in several languages for parents and guardians. The Parent Coordinator, Cheechee Kung is a licensed pedagogue and bilingual Chinese. She is able to assist families in navigating NYC DOE and completing forms during registration. She also provides an ESL class for parents.

2. N/A LESP is a transfer school, grades 10-12. All students that graduate are college and career ready.

3. LESP is a school focused on ELLS because more than 85% of our population are Chinese immigrants or from Spanish speaking countries. ESL is our largest academic department. Every professional development opportunity is geared toward ELL training for content teachers. Designs4Learning (formerly Collaboration Lab) happens three times a month and focuses on using the SIOP model in content area instruction. All teachers have been given Common Core professional development concerning ELLs. Our literacy coach, holds lunch time meetings for content teachers who are interested in incorporating teaching techniques that focus on ELLs. Teachers are given at least 2 1/2 PD geared toward ELLs a month not including Election Day, of Chancellor's Days. All minutes, agendas and sign in sheets are kept and filed in the Principal's office and Teacher Center to ensure teachers receive the required amount of PD.

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?

1. At LESP during the registration process, our staff speaks to parents about their involvement being vital to their child's success at school. Our Parent Coordinator, CheeChee Kung and Guidance staff encourage parents to play an integral role in their child's education. During registration, all parents are given assistance in creating an email address in order for them to access ARIS. Ellen Wong, our family Para, assists Parents in finding free or reduced medical services. Ms. Kung also discusses LESP's Parent Association's purpose and meeting times. All parents are encouraged to attend School Leadership Team meetings as well as the Title I Parent Advisory Committee. Parents are offered classes to learn English and to participate in acculturation activities around the city such as Broadway Plays and visits to museums. Parents are invited to attend Parent Teacher Conferences in the fall and spring. In collaboration with our CBOs, we host a Thanksgiving party for students and families. At all meetings that involve parents, we have translation services.

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

3. To evaluate the needs of the parents, we survey parents when conducting Parent Orientation. In addition the Parent Coordinator, Ms. Kung, frequently surveys parents at Parent Association meetings, Title I Advisory Committee and School Leadership Team meetings. The survey is translated into several languages using in on staff for Chinese and Spanish and translation services from the DOE for other languages if necessary. We also provide translation services at all meetings held for parent and students that are at a low ESL level. Our surveys ask the parent specifically about what classes they would be interested in attending and what activities they would like to join.

4. Since more than 90% of our parents are ELL and new immigrants, ESL and computer skill classes are the most in demand. We provide ESL/Computer Skill class for the parents every Wednesday from 6PM to 8PM. Considering the parents may not have time to eat after work; we also provide snacks before each class. We introduce American culture to the new immigrant parents. Every effort is made to reach out to parents and help them to feel at home and create a sense of belonging. The doors of LESP are ALWAYS open to parents. Additionally, the Parent Coordinator publishes a monthly newsletter. This newsletter is translated into Chinese and provides parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and highlights student achievement and activities. LESP further involves parents in student learning through phone masters, the School Leadership Committee, and the Parent Association.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											103	51	3	157
Intermediate(I)											53	110	41	204
Advanced (A)											37	15	19	71
Total	0	0	0	0	0	0	0	0	0	0	193	176	63	432

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											60	29	1
	I											45	106	28
	A											8	36	31
	P											4	8	4
READING/ WRITING	B											71	40	2
	I											40	112	42
	A											5	19	15
	P											1	6	5

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	81	0	62
Integrated Algebra	4	135	3	130
Geometry	9	120	8	118
Algebra 2/Trigonometry	3	55	2	53
Math				
Biology				
Chemistry				
Earth Science	4	86	4	86
Living Environment	2	76	1	76
Physics	0	7		7
Global History and Geography	7	154	5	133
US History and Government	10	133	8	131
Foreign Language		94		94
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)	0	1	3	1				
Chinese Reading Test	0	5	54	120				

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

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

1. LESP students all take the LAB-R and NYSESLAT. Incoming students all complete an “in-house” test which includes writing, math, a story-based comprehension test and a verbal response exercise. This helps determine ESL placement based on our school's benchmarks. This year many students entering LESP tested at our ESL III. Two sections of ESL I were changed to meet the growing needs of ESL III - ESL V. LESP continually modifies course offerings as they relate to language acquisition. ESL III - V classes have increased and additional support has been hired. This year we added a Spanish Educational Paraprofessional and turned one Seminar class into NLA support class for Spanish speaking students. Recent new admits exhibit native language literacy deficits, requiring additional professional development for our content area and bilingual staff.

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

4. a. Further review of the worksheet data table regarding ELL students and NYS standardized exams; indicate that the exams which are heavily based on English Language skills such as the Comprehensive English Regents and all other Regents exams that cannot be taken in the students' native languages are the areas in which our ELL students have the most difficulty. LESP had the following passing rates on the June 2011 Regents exams: 72.9 ELA, 82.1% Integrated Algebra, 100% Chinese, 73.4% Global, 94.5% Earth Science, 95% Living Environment. Most students take the Regents exams in Chinese and use the English versions to verify the questions. This data is therefore useful when determining and discussing instructional content and direction. At LESP we have decided to incorporate strategies into all our content classes that will enhance and support both reading and writing proficiency, including three new courses to promote and improve writing including I-search, Research, and writing for college.

b. N/A

c. N/

5. N/A

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

- monitoring student movement between ESL class levels
- teacher formative and summative assessment results
- analyzing centralized student data systems such as ARIS and STARS/HSST
- teacher feedback and reports
- evaluating standardized test results
- conferencing of “complement class” teachers (teachers who teach the same students in ESL and content areas)

Additional Information

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

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

Part VI: LAP Assurances

School Name: <u>Lower East Side Preparatory</u>		School DBN: <u>01M515</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Martha Polin	Principal		11/14/11
Rhonda Huegel	Assistant Principal		11/14/11
Cheechee Kung	Parent Coordinator		11/14/11
Teresa Devore	ESL Teacher		11/14/11
	Parent		11/14/11
Chee Jiang Yee	Teacher/Subject Area		11/14/11
	Teacher/Subject Area		1/1/01
Gail Sternfeld	Coach		11/14/11
	Coach		1/1/01
Siu Poon	Guidance Counselor		11/14/11
Sumita Kaufhold	Network Leader		11/14/11
Rene Anaya	Other <u>Assistant Principal</u>		11/14/11
	Other		1/1/01
	Other		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: 01M515 **School Name: Lower East Side Preparatory H.S.**

Cluster: 1 **Network: CFN 108**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At Lower East Side Preparatory High School, 515 parents speak some dialect of Chinese. Therefore, at registration we have bilingual guidance counselors, school aides and teachers who speak Chinese. We are very fortunate that all written material that needs to go out to the parents can be translated in house or we use documents from the DOE Website that have already been translated. Currently we have 45 parents that speak Spanish. At registration we have 2 school aides that are available to translate and on education para that translates for parents. All registration materials are given to those parents in Spanish. Any letters pertaining to ELL program or DOE notifications are downloaded from the NYC DOE web site and sent home to parents. We have four parents that speak Bengali and two parents that prefer communication in Arabic. We have used translated materials from the DOE and downloaded registration materials and any ELL notification letters into these languages. When we backpack materials home we identify which classes all of these students are in so we can provide them with the correct language for their parents. Other languages such as French and Arabic, we have staff members who can translate any materials verbally or written. We have on occasion used the translation services within the NYC DOE on parent teacher conference night and during the school day. We realize that our student population changes throughout the year because we are a transfer school with a strong ESL program. Therefore, we are constantly working on translating materials for our families.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have a teacher designated as the translator for written documents. The teacher translates all documents and letters sent to parents and students. We have several school aides who speak several dialects of Chinese as well as guidance counselors, the parent coordinator, several teachers designated guidance counselors. We have a growing Spanish speaking population and we have school aids, educational paras and teachers available for translations.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

When oral interpretation is necessary with parents or students who speak Chinese and Spanish we ask that a school aide,(Alice Law, Connie Chung) or education para (Elsy Nieves / Shirley Li) and / or the Parent Coordinator (CheeChee Kung) do the translation. We use interpretation services through the DOE for our Bengali students. We are fortunate that staff members, which includes teachers and members of the administration, are able to provide oral interpretation for students that speak Arabic, and French. If we unable to translate for the parents we use the NYC DOE translation 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>.

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Lower East Side Preparatory HS	DBN: 01M515
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 250	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 12	
# of certified ESL/Bilingual teachers: 12	
# of content area teachers: 5	

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: Language Arts and content areas. LESP will offer after school and Saturday programs for ELL students who are mostly are newcomers (in our school for less than a year) and English Language Learners that are designated Students with Interrupted Formal Education.

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

There will be a total of seven courses taught by 7 ESL teachers and each course will be given for 36 sessions (twice a week for one and a half hours for 18 weeks), beginning September 26, 2012 and ending June 14, 2013. Each class will have 15 students, from 10th, 11th and 12th grade classes, placed according to their ESL level.

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

After school courses during the Fall and Spring semesters for ESL Level three and ESL Level four students who are struggling

2 ESL teachers X 54 hours X 50.06=2,704

2. Vivian Beaumont-The Vivian Beaumont Theatre Program (\$3,996.00) introduces and plays up literary elements, the spoken word, literature and speaking skills which enhance and enrich the Title III program. This program is taught by 2 highly qualified ESL teachers with extensive experience working with ELL students. Students develop dialogues, write poetry and other narratives in English with the teaching artist. We will use Flip Cameras to document student skits and play productions. The teaching artist "pushes in" weekly with each ESL class. This program goes on for 18 weeks per semester. 2 Highly qualified ESL teachers are required per term.

3. Toast Masters: Toastmasters is a public speaking course designed to give English Language Learners the opportunity to become comfortable speaking English in a non-threatening public setting to an audience of their peers and invited guests. The course follows the Toastmaster format, in which each speech session is hosted by a Toastmaster (emcee), assisted by a Jokemaster. Throughout the semester, the students will be required to give six speeches to the class; equal attention will be paid to both the written portion of the speech and the delivery of the speech. This program goes on for 18 weeks per semester. 1 highly qualified ESL teacher. 1 teacher X 54hours X 50.06 = 2,704

4. Imentor: Our partnership with the IMentor program provides ESL 5 students with mentors from the business community. This supports English language growth as students communicate with their English

Part B: Direct Instruction Supplemental Program Information

speaking mentors personally and through weekly emails. Mentors provide students assistance to help them create plans for their current academic situation as well as post secondary plans. IMentor provides supplemental support to ESL 5 teachers once a week. Title III will fund \$4,704 which for = \$2,704 = 2 teachers X 27 hours + cost of program \$25 per student X 80 students = \$2,000

5. Regents Preparation Courses Saturday Academy- Bilingual Content Area Support Programs offered on Saturdays and after school. 5 Bilingual Content Area Teachers X 30 hours X 50.06 = \$7,509

6. Henry Street Settlement Art course: ELL students meet every week for 14 weeks each semester to develop art projects and the language to understand, develop and design their creative pieces. 1 X 3 hour course per week from September 2012 through June 2013 = \$5,000

7. SAT Prep Course for ELL students

Extended Day Course to ELL's for intensive vocabulary development, increase reading fluency and accuracy. In addition the course will foster an interest in current topics of American Culture and Society. There will be teacher facilitated vocabulary and grammar practice. 2704 X 2 = \$5,408

8. Walking Talking New York for Newly Arrived Immigrants and SIFE students- This program enhances programs for newcomers/ SIFE and Long Term ELL's. The vast majority of LESP students come from China or countries in which Chinese languages are spoken. Walking and Talking NYC has proven to be a remarkable way to motivate newly arrived immigrant SIFE student to begin the process of social and linguistic acculturation into life in New York City. Based on a model of expeditionary learning, Walking and Talking NYC affords SIFE students the opportunity to visit several cultural, professional and historic centers around New York City. Each trip, however, is preceded by a highly structured prep class that contains a rigorous literacy component that has been designed to build students' prior content and linguistic knowledge. There will be two classes of thirty students in both the fall and spring semesters. As two teachers will co-teach each class, the student to teacher ratio will be 15:1. Each student will be placed in a class that best reflects his/ her current level of literacy, i.e., beginner or intermediate. These after-school classes will meet two times per week. Each class will last for two hours per class, for a total of four hours of instruction per week from February through June.

As stated above, we have found that our students, particularly our SIFE students, respond positively to expeditionary learning. Newly arrived students are engaged, interested and excited by the chance to experience New York City in a way that is informative, accessible, and safe. The dynamic quality of this class appeals to students' multiple intelligences- auditory, visual, kinesthetic, and interpersonal. Each class is organized thematically, and includes rigorous literacy (vocabulary, reading and writing) components that correspond to a field trip planned on alternating days. For example, in one class students will explore the concepts of wildlife, habitat, and environmental adaptation through visual aids, short readings, as well as through personal writing and collaborative projects. In the following class, students will visit the Bronx Zoo Wildlife Conservatory or the New York Aquarium. During field trips, students are required to complete a learning task that requires authentic use of both the content and linguistic background knowledge acquired in a previous class. In the follow-up class, students will record in journals and do archival scrapbooking. These expeditionary learning experiences are summatively assessed through journal writings and group projects. 2704 X 2 = \$5,408

Part B: Direct Instruction Supplemental Program Information

Camp Mason

LESP, in association with the 21st Century Community Learning Center after-school program is happy to announce that we plan to return to YMCA Camp Ralph Mason in Hardwick, NJ this spring.

This three day trip for 120 LESP students and 12 staff historically "perform miracles" in fostering communication between the ethnic groups, students understanding of our crucial environmental issues, the conducting of science labs in a real environmental (ex. Pong Study). A trip to YMCA Camp Ralph Mason provides opportunities for students to hike, learn orienteering skills, learn nature photography, survival and a host of games and courses to increase self-esteem. Most importantly, there are many opportunities for writing. Students will be required to keep a journal documenting activities and responses to various prompts. Students will develop a written account of their experiences, new acquaintances and new vocabulary. \$21,000 including food, shelter, activities for three days and two nights.

Additionally, a media team of students will attend the trip and will report daily on activities, creating a website featuring interviews, written ruminations of students and staff and photographs – all posted to the school website.

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

- o Conferencing
- o Tutoring
- o Vocabulary activities

Part C: Professional Development

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

Part C: Professional Development

the best consultants available. There is a full time coach on staff to further professional development initiatives and mentor teachers individually, including this year's sole first year teacher.

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: Our Guidance program will enrich parent engagement activities and securing appropriate translation and interpretation services. Parents will participate in parental workshops once a month which will be devoted to a variety of issues including acculturation, finances including opening a bank account, financial aid and scholarships, immigration support, housing and the college application process. We will implement strong student supports to increase graduation rates by having guidance meet with new-comer” ELL students, SIFE students and long-term ELL students to provide ongoing, college and career readiness. 1 Guidance Counselor X 50 hours X 53.82 = \$2,691

We offer 20-25 parents a weekly, 2-3 hour course, for 14 weeks each semester in technology and ESL. Parents are given the opportunity to learn how to utilize various computer programs including, but not limited to word processing, email, excel, conducting internet searches and checking the progress of their child on ARIS. We are giving parents very useful tools for surviving in New York City. In conjunction with this program we provide cultural opportunities for participating parents who may otherwise not have access. We provide workshops in both English and Chinese and prepare parents to see cultural performances including Broadway plays, sporting events and cultural displays and performances. We will hold workshops prior to attending these performances in the parents’ native languages to prepare them with information and descriptions about what they will see and experience. We will have discussions and connect to the parents’ experience as a new immigrant. By helping to acculturate parents to their new city and community, we enhance the opportunities of ELL parents and broaden the scope of their understanding of our culture. Parents would attend Broadway Shows including “Once”; “Evita”; “Phantom of the Opera”; 130 tickets X \$124 = 16,120.

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		

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.
(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		