



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** EAST SIDE COMMUNITY HIGH SCHOL

**DBN (i.e. 01M001):** 01M450

**Principal:** MARK FEDERMAN

**Principal Email:** [MFEDERM@SCHOOLS.NYC.GOV](mailto:MFEDERM@SCHOOLS.NYC.GOV)

**Superintendent:** ANTHONY LODICO

**Network Leader:** ALISON SHEEHAN

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
MARK FEDERMAN	*Principal or Designee	
STEVEN SELL	*UFT Chapter Leader or Designee	
CAROLYN MARTINEZ / NOEMI HERNANDEZ	*PA/PTA President or Designated Co-President	
KETURAH HANCOCK	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MONIQUE FLORES	CBO Representative, if applicable	
GISELLE GEORGE	CHAIRPERSON / TEACHER	
STEVEN MATTHEWS	SECRETARY / PARENT	
NYAJAH PIERCE	STUDENT	
NICOLE DIXON	TEACHER	
ERICA RING	TEACHER	
ADAM HOLUB	TEACHER	
BEN WIDES	TEACHER	
COURTNEY KINDORF	TEACHER	
JOANNA DOLGIN	TEACHER	
JOSEPH VINCENTE	TEACHER	
GARY SHAW	PARENT	
CATHERINE ALBISA	PARENT	
ROSALINDA GIBBS	PARENT	
EDWIN RIOS	PARENT	
DOREEN THOMAS	PARENT	
KELLY SMITH	PARENT	
MARTHA KESSLER	PARENT	
SOHAILA ABDULALI	PARENT	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## **Goal and Action Plan #1**

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**

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

- Increase academic achievements for students with IEP's through comprehensive professional development and strengthen our work around inclusive classrooms.

### **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.

- 23% out of our total population of 650 students in 6-12<sup>th</sup> grade are classified as ICT on their IEP.
- 67% of our 152 ICT students were either on Red Flag (GPA below 70%) or on Orange Flag (70-79.99% GPA with one or more classes below 70).

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- 1) Each IEP student will be strategically placed in the appropriate classes with the appropriate supports. A googledoc with placements and services will be used to monitor services. These services include, but are not limited to:
  - ICT classes
  - Skills classes
  - Tutoring
  - AM study groups
  - Mandatory after school
  - Study Halls
  - Related services
- 2) Teachers will receive teacher development in the inclusive classrooms in order to accomplish this goal.

#### **B. Key personnel and other resources used to implement each strategy/activity**

- 1) A googledoc was created with the IEP goals of each student as well as their disabilities and their strengths. Every 6 weeks we will visit the goals and track the progress of IEP students and create plans of action to further support their growth. A reading specialist has been hired to serve the school's lowest performing readers through literacy skills teaching programs such as: Wilson and Rewards.
- 2) There will be extensive P.D. and training through our partnership with the Teacher's College Inclusive Classrooms Project devoted to helping teachers strengthen strategies, modifications, interventions, and accommodations in classrooms. Erika Hughes-Hooper from TCICP will devote concentrated planning time, conduct observations and provide feedback with Gen Ed / Sp Ed teachers to increase our work in this endeavor.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1) Family conferences will be held 5 times a year, where Student Support plans will be made and tracked on PupilPath online grading

system.

- a. 5 times a year students will receive an academic achievement status: High Honors (90 or above in all classes); Honors (80 or above in all classes); General standing (70 or above in all classes); Orange Flag (70 – 79 GPA w/ 2 or more D's or 1 or more F's); and Red Flag (GPA of 69 or below). Our target to evaluate progress will be evident in our goal of reducing the % of students on Red and Orange flag status and thus increasing the % of students on General Standing and Honors.
  - b. Our reading assessments: TC leveling and periodic assessments will demonstrate at least one reading level of growth each semester.
  - c. PupilPath online grading system will allow students, advisors, teachers, families, counselors and school leaders to track progress of all students
- 2) Professional development will be measured through numerous classroom observations, goal setting meetings, pre and post observations to reflect on practice and next steps. A googledoc has been created where observation / evaluation notes and feedback are shared with teachers. Teachers are also able to self-evaluate on a separate form.

**D. Timeline for implementation and completion including start and end dates**

- 1) Strategically placing students using data and feedback from staff from the previous school year starting in mid-June 2013 and re-evaluated throughout the school year until mid-June 2014
- 2) 5 times a year Progress Reports / Report Cards will be provided to families. Dates: Nov. 6-7, Dec. 12, Feb. 5, Apr. 10, and June 26.
  - o Struggling students will meet with teachers 5 times a year to check in on student support plans and create action plans. This is in addition to their annual or triennial IEP mtgs.
  - o Teachers will have Data Days 5 times a year to evaluate the data gathered from the progress reports and from the IEP Goals googledoc in order to track progress.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- 1) Systematic programming of students will be met in the following ways
  - a. IEP info from SESIS for each student will be used in order to appropriately place each student in the most appropriate setting possible.
  - b. High level students will be placed into ICT classes to serve as models for students with IEP's.
  - c. Class sizes will be no larger than 22 in the middle school and no larger than 25 in the high school
  - d. A Learning Specialist is assigned to each grade to work with Gen Ed teachers and support students with IEP's in the classroom
  - e. Reading Specialist has been hired to meet the needs of our lowest level readers
  - f. Speech, OT, and counseling services are taken into consideration in the scheduling of each student
- 2) PD around inclusive classroom practices will be supported by the following programs and practices
  - a. Every Friday we dismiss students at 1:15pm for 2 hours of Professional Development. (Mon – Thurs we have an extended day schedule).
  - b. All teachers attend regular outside professional development through various professional organizations
  - c. There is an A.P. designated this year as the Learning Specialist supervisor
  - d. Principal and two A.P.'s are in charge of instruction along with other subject specific coaches (i.e. teacher leaders /

- mentors), who work to provide regular feedback for teachers and help with planning.
- e. Professional Development will focus supporting students with IEPs and specifically focusing on maximizing support and effectiveness in ICT classrooms
  - i. TCICP staff developer provides bi-monthly support and leads PD work with all of our staff on inclusive classrooms.
- f. Per session and UbD planning days will be used to support differentiation

**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).

- o Provide high-quality curriculum and instruction in a supportive inclusive classroom that enables the participating students to meet the state's academic achievement standards through small classes (approximately 18-25 students) and extremely well trained teachers.
- o Notify parent when student is falling behind in work
- o Provide an Advisor for every 12-15 students that will be in constant communication with the parent and serves as a direct liaison between the school and the home.
- o Each student will receive a progress report or report card five times a year with an accompanied parent-teacher-student conference five times a year along with an IEP Goals progress report.
- o Parents will be included the in the entire IEP process for their child. This includes demystifying the Individualized Education Plan itself (i.e. language) and allowing the parent to make recommendations and request changes if aligned with what will best support the child.
- o Update Pupil Path regularly
  - *Homework and regular assignments: recorded within 7 days*
  - *Exhibitions and major assignments: which take longer to assess: recorded within 10-14 days. However, when a student has not handed in one of these assignments, a "45" should be recorded within 3-5 days to notify the student, family and advisor that it is still owed.*
- o Provide parents reasonable access to all teachers, counselors and school leaders.
  - Provide an email, school number and in most cases a personal number for each staff member that works with their child
- o Provide ongoing positive and constructive communication through phone calls, letters, and or/emails
- o Each parent is mandated to attend a literacy workshop with the Principal to discuss common core curriculum along with best practices for how to promote and improve literacy at home.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

## Goal and Action Plan #2

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**

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

Develop teacher practice by Increase Professional Development & Support as measured by teacher performance trends through the Danielson rubric.

### **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.

- School Survey teachers indicated getting support. However a disproportionate amount stated that they did not get enough support in terms of instruction in their classrooms.
- DOE mandate and we are bringing it to the forefront of our goals

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

- 1) All teachers will be provided with a designated administrator as an evaluator and a coach or support person who will provide feedback and support around the teacher's goals and needs. The level of intensity and regularity will depend on the need of the teacher.
  - a. Teachers will be expected to take a **minimum of 4 UbD planning days** a year which must always include meeting with a coach, support person and/or colleagues
- 2) In addition to a coach, all teachers will choose a minimum of one of the following Individual Professional Development Plans (IPDPs):
  - a. All teachers will either choose or be assigned to a **pair or triad support partnership/team**. In these cases the teachers will work together to support one another around their goals, look at student work and data, examine UbDs, plan, provide feedback, observe & visit, share & model best practices, look at videos and/or do instructional rounds together
  - b. Choose or be assigned a **mentor teacher**, who will support the teacher with planning, instructional feedback, goals, examine videos, do instructional rounds together, look at student work and data, examine UbDs and/or modeling best practices Choose or be assigned a **video study group**. Teachers will support one another around goals and best practices through the medium of watching videos of one another's practices.
  - c. Choose or be assigned a more customized version or hybrid of the above ideas

- 3) Bi-monthly or monthly staff meetings dedicated to feedback, observation reflections, reflecting on goals, watching videos of teaching, etc.
- 4) Teachers will continue to get formal feedback from students through a googledoc survey at the end of each semester and one formal DOE student survey.

**B. Key personnel and other resources used to implement each strategy/activity**

- 1) All teachers will be provided with one main school leader who will be the primary support and Danielson evaluator. Teachers, administrators, coaches will be assigned to each teacher to provide feedback and support progress in instruction.
- 2) Professional development time is provided for teachers to select their groups, teachers are then assigned to their final groups and designated meetings are set up for teachers to evaluate and meet with each other to fulfill their Professional Learning plans. Subs and coverages will be made and paid to allow teachers to observe and visit other classrooms, other teachers and schools.
- 3) School Leaders and coaches / teacher-mentors will be presenting and facilitating at Friday PD meetings along with the PL groups.
- 4) A student survey template will be provided to teachers and the Principal will walk each teacher through the process of editing the survey to better reflect their teaching content and format. Friday PD time will be allotted for this work to be finalized. Teachers will review student feedback and share with their school leader/ mentor. This will aid in the setting of goals for the coming semester/ year.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- 1) By the end of October all teachers will have received an Initial Planning Conference where teachers will choose the format that they want to be evaluated by. Teachers will set goals and meet with their Coaches to review these goals. 3-6 mandated observations will take place for each teacher along with pre and post observations meetings, for those that have selected to do so. However, all teachers will receive further informal visits / check-ins to support further progress.
  - a. Observation notes and feedback will be document on the Observation 2013-2014 googledoc that will be shared with the teacher.
  - b. Teacher is able to self-evaluate on a separate observation form as well.

- c. Teachers will review their written up observations and meet with a school leader to evaluate future steps for progress.
  - d. Teachers will get an end of the year rating: ineffective, developing, effective, highly effective.
- 2) Teachers will document their Professional Learning Group plans / strategies in evaluating and supporting each other on the PLG googledoc. Teachers will record findings and share in the bi-monthly PLG meetings. Teachers will use findings to update or re-visit goals and make action plans for growth and for requesting support in various areas of need. School leaders will be shared in these findings and observations, especially when the need for further PD / support is needed.
  - 3) Observation / feedback notes will be used at the Friday and city-wide PD meeting times for teachers to use in reflecting, strategic planning, and in receiving further support from a school leader, teacher-mentor, PLG partner. Coaches will document feedback and next steps.
  - 4) Student survey questions each have an evaluative rating along with narrative feedback that provide the teacher with very detailed and informative feedback for further growth and reflection

**D. Timeline for implementation and completion including start and end dates**

1. Timeline for teacher support and evaluations
  - a. Beginning of the year initial conference (before October 15 2013)
  - b. 3-6 observations + further check-ins (starting towards the end of October 2013 until the first week of June 2014)
  - c. Final evaluation rating and feedback in the planning for the coming year (end of June 2014)
2. Timeline for Professional Learning Groups
  - a. Professional Learning Groups are chosen ( Sept. 2013)
  - b. Groups are assigned (Oct. 2013)
  - c. Teachers begin meeting formally bi-monthly and informally more frequently throughout the year (Oct. 2013 – May 2014)
  - d. Reflection / feedback final meeting (end of May 2014)
3. Timeline for staff meetings taking place bi-monthly and monthly:

2013: Sept. 3, 4, 20, 27; Oct. 4; Nov. 8, 22; Dec. 13

2014: Jan. 3, 10, 24; Feb. 3, 14; Mar. 7, 21; Apr. 11, 25; May 9, 23; June. 5, 12, 26

4. End of the semester / year conference to discuss pedagogue's reflection and progress over the semester/year; examine and discuss findings in data and student surveys while looking at Danielson rubric and findings (Jan. 24<sup>th</sup> & June 12<sup>th</sup> HS or 24<sup>th</sup> MS).

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Time given for the 1-4 strategies and the \$

1. Teachers will be assigned a school leader or support person for pedagogical growth. Funding will be used to pay for substitutes in order for teachers to take a minimum of 4 planning days. Teachers will also be able to go to outside PD days and sub coverage will be provided for those days as well. Teacher-mentors will also be provided with period coverage in order to conduct classroom observations and goal setting / check-in meetings.
2. Teachers will be provided with period coverage in order to visit each other's classrooms. PD time will be set aside for teachers to meet, provide feedback, and plan.
3. Friday PD and city-wide meetings are already scheduled within the school schedule / calendar and do not require sub coverage. However, outside PD coaches will be contracted and funding for this will be set aside when PD coach requires payment.
4. Teachers are provided with time during PD days in order to create and review student surveys and student feedback.

**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).

This goal doesn't apply to parental involvement.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	X	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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**

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

Increase college and career readiness through a complete & organic implementation and integration of the Common Core Standards across the school.

**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.

1. Recent High School ELA Regents scores are way below what we expect
2. Graduation rates have been 10% points lower than we would like (although this could be credited to higher standards already)
3. College and Career persistence rates after 18 months are lower than we expected (although school report card data is incorrect)

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. The teaching and practice of close reading & non-fiction writing; speaking & debating; and struggling & thinking is done across the curriculum and every teacher is responsible for and benefits from this work
  - a) Every classroom is a Common Core classroom
  - b) Common planning time will be built into the schedule for grade “literacy” teams to:  
design and align common reading and writing lessons, strategies, language, tools and posters discuss, share, and look at student work
  - c) All teachers commit to making sure students:
    - do a close reading of complex text a minimum of 2x a week\*
    - write *Claim Evidence Reasoning* (CERs) or approved equivalent non-fiction writing a minimum of 2 x a week
    - discuss and debate using text-based evidence on a very regular basis
    - think & struggle every day (*Ratio*-the students must be doing the work)
- 2.

**B. Key personnel and other resources used to implement each strategy/activity**

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**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. East Side middle and high school ELA students will be 10 percent higher than city and peer indices on ELA test
2. East Side HS graduation rate will be 10 percent higher than city and peer indices on ELA test
3. 60% of families will attend a Common Core workshop by our principal, Mark Federman

**D. Timeline for implementation and completion including start and end dates**

1. All teachers meet in late August when we return , 7 days earlier than the mandated DOE return date, for Common Core training and prep work throughout the school year

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Weekly professional development meetings
- Monthly literacy team meetings
- Regular PD with Teachers College Reading and Writing project

- 1.

***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 principal is running regular workshops for all families on the implementation of Common Core Standards at our school

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Expanded Success Initiative funding

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Wilson, Rewards &amp; Read 180 classes for our most struggling readers.</li> <li>• Breakfast study skills groups for small groups of students focused on reading or writing strategies.</li> <li>• Reading Conferences with individual students.</li> <li>• After school support for struggling students.</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson, Rewards &amp; Read 180 classes of 5-10 students.</li> <li>• Breakfast study skills groups are from 5-8 students.</li> <li>• Rading conferences take place in smaal group and one-to-one conferences in English classes by ELA teacher, special education teacher or literacy coach during independent reading &amp; writing time.</li> </ul> <p>Afterschool support to 4-15 students.</p>	<ul style="list-style-type: none"> <li>• Willson, Rewards &amp; Read 180 classes meet during the school day 4 or 5 days a week.</li> <li>• Breakfast study skills can be assigned 1-5 times per week for 40min.</li> <li>• After school support can be assigned 1-4 times per week for 60min.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• We have algebra enrichment classes for students struggling with Algebra. In these small groups, students are engaged in lessons that reinforce the instruction they receive in their Algebra class and are pre-taught concepts.</li> <li>• We have also implemented tutoring sessions for students struggling with Algebra 2.</li> <li>• We also have targeted push-in and pull-out math support for students with IEPs in every grade, 6-12.</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra enrichment is provided in small group instruction.</li> <li>• Tutoring sessions provided one-to-one.</li> <li>• Targeted Push-In and Pull-Out sessions take place in small or one on one support as per the student's IEP.</li> <li>• Breakfast study skills groups for small groups of students.</li> <li>• After school support is provided in small group instruction.</li> <li>• Saturday Math Academy is provided in small group instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• The classes meet during the school day 4 or 5 days a week.</li> <li>• Tutoring takes place 4 or 5 days a week during the school day.</li> <li>• Targeted Push-In and Pull-Out takes place 5 days a week throughout the school day.</li> <li>• Breakfast study skills 1-5 times per week for 40min.</li> <li>• After school support 1-4 times per week for 60min.</li> <li>• Saturday Math Academy takes place during 2 months for 3 hour sessions each</li> </ul>

	<ul style="list-style-type: none"> <li>• Breakfast study groups focused on math skills.</li> <li>• After school support for struggling students.</li> <li>• Additionally, we have a Saturday Math Academy. Through this program, struggling students are given small-group, standards-based, instruction.</li> </ul>		Saturday.
Science	<ul style="list-style-type: none"> <li>• All students in 6-12<sup>th</sup> grade take extended and small size science classes—of.</li> <li>• All students in all grades are provided with after school science tutoring. Students who are not successful in science class are mandated to attend.</li> <li>• Students who are struggling or need extra help will also be assigned to breakfast study</li> <li>• All Science teachers place great emphasis on making the more difficult texts accessible to all students through the use of school-wide strategies and interventions. As a result, all teachers make very deliberate decisions around the texts that they are assigning and provide the appropriate support.</li> <li>• The science 6-12gr. vertical team will focus a lot of time</li> </ul>	<ul style="list-style-type: none"> <li>• 20 students per class</li> <li>• Small group instruction</li> <li>• sessions where they will get small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• spending a minimum of 1extra hour each week with an average</li> <li>• a minimum of once a week for 60min.</li> <li>• 40 minutes 2 times a week.</li> </ul>

	<p>on articulating curriculum, updating portfolio requirements and having students write in science as a way to deeper understand material.</p>		
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• All students in 6-12th grade take extended and small size social studies classes- spending a minimum of 1 hour extra in social studies each week</li> <li>• All students in all grades are provided with after school social studies tutoring. Students who are not successful in social studies are mandated to attend.</li> <li>• Students who are struggling or need extra help will also be assigned to breakfast study sessions All social studies teachers place great emphasis on making the more difficult texts accessible to all students through the use of school-wide strategies and interventions. As a result, all teachers make very deliberate decisions around the texts that they are assigning and provide the appropriate support.</li> <li>• The social studies curriculum across all grades emphasizes critical analysis of primary and secondary sources. All classes also</li> </ul>	<ul style="list-style-type: none"> <li>• an average of 20-25 students per class.</li> <li>• small group instruction</li> <li>• small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• 5 days a week</li> <li>• minimum of once a week for 60min.</li> <li>• for 40min. 1-4 times a week.</li> </ul>

place a heavy emphasis on analytical writing in an essay format, as well as debating and oral presentation skills. Performance based assessments, along with tests and exams are designed to emphasize these skills.

- The social studies vertical team has focused a lot of time on articulating curriculum, and updating portfolio requirements. We have developed a graduation portfolio requirement for students in grades 9-12 based on a “matrix” of social studies skill sets and content themes. The portfolio includes work across all four years that is representative of the following skill sets: argument and analysis (of historical topics and sources); making connections; presenting and analyzing distinct points of view; research paper; and oral communication. The portfolio must also include pieces that explore each of the following content themes: Social and Cultural Diffusion; Use and Abuse of Power; Government Systems; Revolution and Social Change; and Identity, Membership, and Human Rights. Students must

	<p>demonstrate their understanding of the connections between the content of a given piece of work and the broader theme, both in writing and orally. To maintain a higher standard of rigor, only assignments having received a grade of 80 or higher may be included in the portfolio. Students present and orally defend their progress work toward meeting the portfolio requirements twice a year in a “roundtable” format; these defenses are evaluated by other East Side teachers and educators from the community.</p> <ul style="list-style-type: none"> <li>• Students receive extensive support in preparing and revising (if necessary) the assignments in the portfolio and their semi-annual portfolio defenses. If they do not receive a passing evaluation at a portfolio defense, they have the opportunity to present again or make up that portfolio requirement with a different assignment in a subsequent semester.</li> </ul>		
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p><b><u>PSYCHOLOGIST:</u></b> One full-time school Psychologist is on hand for at-risk counseling. She is</p>		

available for parents and students who request at-risk counseling with the Psychologist, however usually those cases are referred to a guidance counselor, social worker, or outside agency.

**GUIDANCE COUNSELOR**

**&**

**SOCIAL WORKER:**

- Both guidance counselors and social workers see students for “at-risk” counseling. The counseling team has developed a counseling referral form, which can be filled out by advisors, administrators, or other staff members. Students are seen for at-risk counseling during the day for various periods of time, depending on the situation.
- The service providers utilize various treatment modalities, including play therapy, behavior modification, and psychodynamic therapy to help students negotiate conflicts & be successful in school. They assess crisis and conduct needs assessment for psychiatric intervention.
- Additionally, when students are seen for at-risk counseling, often times an outside referral is made on behalf of the student to agencies such as: Casaleap, Ed Alliance, Roberto Clemente & MGI, to provide more intensive on-going mental health care when needed.

	<p>Further, they assess and target problems and objectively define goals in addition, they conduct detailed observations and implement interventions to support students' learning &amp; emotional needs.</p>		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>i. All staff are hired by a committee of staff members as well as school leaders through a rigorous process</li> <li>ii. Every Friday we provide 2 hours of Professional Development</li> <li>iii. All teachers attend regular outside professional development through various professional organizations</li> <li>iv. Teachers have common planning time embedded into their schedule on a daily basis</li> <li>v. Through PLG Professional Learning Groups, teachers are to do inter-visitations in an effort to provide more PD and feedback for teachers</li> <li>vi. We have a Principal and 2 A.P.s in charge of instruction who work with the principal and teacher leaders/mentors to provide regular feedback for teachers and help with planning</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> <li>• All teachers will participate in ongoing training in the Common Core State Standards focusing on the PARCC and city instructional shifts</li> <li>• <i>All English, history and science teachers on each grade level will meet bi-monthly for a minimum of two hours to plan curriculum and design and look at the results of aligned assessments. This work will be lead by me, the principal. All teachers involved will be directly accountable to me.</i> All English, history and science teachers will use a common CCSS non-fiction writing rubric.</li> <li>• All students will be explicitly trained in the CCSS, close reading of non-fiction and fiction and non-fiction writing aligned to the CCSS.</li> <li>• The time spent reading and writing non-fiction in our school day will be doubled</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are used to support students in temporary housing through the purchase of school supplies, clothing and assistance with minor expenses that impact their involvement in our school community.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment
--

measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- Our school will further encourage school-level parental involvement by:
  - holding an annual Title I Parent Curriculum Conference;
  - hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
  - encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
  - supporting or hosting Family Day events;
  - establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
  - hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
  - encouraging more parents to become trained school volunteers;
  - providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
  - developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
  - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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;
- attend Roundtables in January and June of each year for at least 1 academic class
- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>450</b>
School Name <b>East Side Community High School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mark Federman</b>	Assistant Principal <b>Carla Gonzalez / Tom Mullen</b>
Coach <b>Carla Gonzalez</b>	Coach <b>Andrea Swenson</b>
ESL Teacher <b>Premwatie Ranjit</b>	Guidance Counselor <b>Angela Stewart</b>
Teacher/Subject Area <b>Diana Quinones / English</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jodi Caplan</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	650	Total number of ELLs	12	ELLs as share of total student population (%)	1.85%
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## Part II: 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In								1	1	1	1	1	1	6
Push-In														0
<b>Total</b>	0	0	0	0	0	0	0	1	1	1	1	1	1	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	3
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	5

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL				6	1		5	0		11
Total	0	0	0	6	1	0	5	0	0	11

Number of ELLs who have an alternate placement paraprofessional: 2

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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									1	1	2		1	5
Chinese												2		2
Russian														0
Bengali										2		1		3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	1	4	2	3	1	11

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)									1					1

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	3				3
NYSAA Bilingual (SWD)	1				1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	1		2						3
NYSAA Bilingual (SWD)	1								1

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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use the LAB-R to inform us on students' early literacy skills as well as the Teachers College Reading & Writing leveling program. The data for this school year shows that most students are past early literacy skills as our school is a 6-12gr. school, most students have had at least 5 years of formal education in their native country / language.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
2. The LAB-R and NYSESLAT have revealed to us this school year that our students are doing very well on the Listening / Speaking sections of these assessments. Out of 30 students that took the NYSESLAT in 2010 - 2011 only 2 scored Beginner in the Reading / Writing sections. More than half of our students scored Advanced on the NYSESLAT overall. We are confident that our individualized assessment and interventions will allow many of our students to attain proficiency in the coming year.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
3. The patterns across the NYSESLAT modalities have focused our instructional decisions in terms of adding more intensive reading programs such as Read 180, Wilson, etc. We have also added into our daily schedule reading and writing skills classes and extra assistance before and after school.
4. For each program, answer the following:
  - a. 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?4. a) Some of our ELL students are scoring below our non-ELL students when it comes to State Exams in ELA in the Middle School. We have analyzed their scores and have structured their reading and writing lessons and mathematic lessons to target their areas of need. The re-structuring has taken place in both content area classes and in the ESL class in order to focus on these needs.  
b) As part of our P.D. we analyze and break down the data of all of our students. A full 2 hours a week of P.D. is provided for staff. Literacy, student progress, passing rates, etc. are constantly discussed. Inevitably our ELL students are studied closely during these Data Days, kid-talk meetings, and 6-12th grade vertical subject area meetings; in order to create plans of action to better integrate and teach the skills necessary for success. The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress.  
c) From the periodic assessments we are learning that ESL instruction and ELL intervention varies from SpEd instruction. We are learning that we need to continue to invest more staff support, time, and funding into increasing out ESL instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
We are a 6-12<sup>th</sup> gr school.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
As part of our P.D. we analyze and break down the data of all of our students. A full 2 hours a week of P.D. is provided for staff. Literacy, student progress, passing rates, etc. are constantly discussed. Inevitably our ELL students are studied closely during these Data Days, kid-talk meetings, and 6-12th grade vertical subject area meetings; in order to create plans of action to better integrate and teach the skills necessary for success. The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress. 2 times a month we also have our Literacy Teams (consisting of English, History, and Science teachers) on each grade meet to teach common literacy strategies across the curriculum in order to re-

enforce Common Core skills. We ensure that all teachers are informed of the ELL students' educational history/ background. All teachers have are to modify their instruction in order to build the students' English language skills.

7. 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?

We do not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. As stated above, we analyze our progress and areas in need of improvement when we assess our student data during our Data Days throughout the school year ( 5 or 6 P.D. sessions). We assess our students using the phineas and pinnell reading levels tools to assess their reading levels and create an intervention plan in order to ensure reading growth. We also use the Mc Graw Hill periodic assessments to check on growth in reading, comprehension, and writing. Finally, along with other classroom assessments we evaluate the 4 parts of the NYSESLAT from the previous year to the current year to assess and plan for the interventions, accommodations, modifications that each student needs and that the program needs as a whole in order to continue working towards proficiency.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

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

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.

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

The Assistant Principal / ESL Liaison and the ESL teacher hold a meeting for parents whose children have scored below proficiency on the LAB- R. Parents are informed of the meeting through a letter sent home with the students (translated into their Native Language). Translators are designated on this day to translate for families in their native language. Families are shown the parent orientation video that is shown online, from the OELL website, which informs parents of the various options available to them in NYC: Bilingual, Dual Language, ESL programs.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

We ensure that entitlement letters, Parent Survey, and Program Selection forms are distributed by giving a copy to the student in the parents' native language and another copy is mailed home. We do outreach in the same manner in addition to calling home via a translator or the DOE translation service to ensure letters, Parent Survey, and Program Selection forms are returned and they are secured in the Assistant Principal / ESL Liaison's office in a secured file cabinet. The continued entitlement letters are also given to the student and mailed home. We call home to request letters if they are not turned in within a week.

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.

The criteria used to place identified ELL students in our ESL instructional program is based on the LAB-R , NYSESLAT and ESL / content area assessments. After assessing the child's academic levels we create a schedule where the ESL teacher provides push-in & pull out instruction for 360 minutes per week for beginner and intermediate students. Advanced students receive 180 minutes per week. Placement letters are distributed to students and mailed home. Placement letters are kept in a secured file cabinet in the Assistant Principal / ESL Liaison's office. We also update the ELPC screen in ATS within 20 days.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

We ensure that all 4 parts of the NYSESLAT are administered. A pedagogue gives the Speaking part of the exam one on one to each student during the school day. Students are grouped by testing grade levels and on Day 1 are administered the Listening, Day 2 the Reading, and Day 3 the Writing. We ensure that no disruptions take place so that students can take all of the time they need to concentrate and complete the entire exam. Advisors are informed via email and via announcements to inform the ELL students. A notification with date, times, room # is also given to each ELL student in person or via their Advisor. Parents are also notified with a letter sent home that they will be taking this exam. Students are excused from classes they miss during the exam and are allowed to make up any missed work and provided with extra class time, afterschool support and / or breakfast study support in order to not fall behind in their classes. We review the RLAT and RLER to ensure all students eligible are tested.

6. 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.) 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. 

Our school monitors trends in parent choice by keeping track of our initial interview and orientation workshop with ELL students and their parents on file. The trends in parent choice are as follows: Parents have requested the English as a Second Language program, which is what we offer at ESCHS and what is offered in all of District 1. Program models that are offered at our school

are aligned with parent requests as they have requested ESL and this is what we offer.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    1. East Side has a free standing self-contained ungraded, heterogeneous ESL program which offers all ELA and content area instruction in English through the use of specific instructional strategies. Students are programmed for two classes based on whether they are in middle school or high school, classes in which the ESL teacher delivers a curriculum meant to amplify vocabulary, develop language, reinforce, supplement and complement what they are learning in their ELA and content area classes. The ESL teacher also pushes into and co-teaches in an ELA & Social Studies class, as well as pulls out students as necessary to address the needs of those who require more assistance and are in need of differentiated instruction and modifications.
  
2. 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)?
    2. East Side implements its ESL program (Grades 6-12) in accordance with the CR Part 154. Students receive mandated instruction and are scheduled for ESL instruction based on their proficiency levels as determined by the NYSESLAT. Beginning and intermediate ELL students receive 360 minutes of ESL instruction per week in the MS and in the HS Beginning ELLs receive 540 minutes and Intermediate HS students receive 360 minutes. Advanced ELL students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week as per Part 154 regulations. There are 2 state certified ESL teachers and 1 content teacher with a bilingual extension. Students in the ESL program are taught in English. However, support is provided in the students' native language by pairing students from the same language groups as much as possible. Furthermore, the ESL service provider is fluent in French and Spanish. In addition to the ESL program services that are mandated for students during the school day, Title III also provides English Language Learners with supplemental instruction in an after school program. The ESL teacher heads the program which services ELLs in grades 6-12.
  
3. 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 foster language development and meet the demands of the Common Core Learning Standards.
  3. The ESL provider collaborates with students' content area instructors in order to provide the necessary support required by individual students in given subject areas. Input from content area teachers allows for the ESL provider to tailor instruction based on student needs. Instruction is not only differentiated according to NYSESLAT scores but also by students' individual needs as measured by classroom assessments given by the ESL provider and content area classroom teachers on a regular basis. To enable students access to content area materials which is above their proficiency level, the ESL teacher co-plans with content teachers and modifies the texts the content area teacher will use in order to facilitate comprehension in the subject area. The ESL teacher also designs graphic organizers, provides students with glossaries, and uses visuals of concepts discussed in content areas to enhance meaning in the subject matter for students.  
 Instruction is also delivered through scaffolding lessons comprised of cooperative learning strategies, think-pair share, questioning, making predictions and inferences, listening, read a-loud, brainstorming, and a variety of other strategies to make content area input comprehensible and to promote and develop language development simultaneously. A variety of instructional materials, based on student's proficiency is also used to support our students in the different content areas.
  
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  - 4) The ESL teacher alongside a staff member that speaks and reads in the students' native language or DOE translator, administer a Native Language reading and writing exam. Such data is used to shape the instructional support required for the student.
  
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students have plenty of opportunities to demonstrate their abilities in all 4 modalities, in all of their subject area courses.

In English for Reading:

students conference with their English teacher and ESL teacher to evaluate their reading levels using the Teacher's College Reading assessments and assist them in choosing books that are at their level and monitor their reading growth and assist them in accessing higher level reading materials throughout the year. Various min-lessons are incorporated into classes on a daily basis to improve their reading strategies and abilities.

In English and History for Writing:

Students work on various genres and receive a lot of scaffolding, graphic organizers, mentor texts, outlines, etc. They work with peers in small groups, pairs, and in whole group instruction.

In English, Science, History for Listening:

Every semester teachers do read alouds of whole class novels or shorter texts, where students listen to a text, take notes, and respond to finding the authors' purpose, main idea, evidence, etc.

In English, Science, History, Math Speaking:

Students work together in pairs or small groups to discuss various topics of instruction. They discuss authors' purpose, how to solve an equation, brainstorm ideas, create hypothesis, conduct experiments, etc. They present findings to the entire class verbally and also have the opportunity to do so in all of their classes via Roundtable Portfolio presentations at the end of every semester.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

d) For our Long-Term ELLs, in addition to receiving the mandated ESL services, our focus is on designing literacy programs, which target the needs of these students. We provide a curriculum, which provides daily experience with authentic and real world texts to enhance fluency. We use graphic organizers to mirror the text, while teaching and practicing strategies good readers use and teaching writing skills. We make vocabulary a routine instruction. Our plan for Long-Term ELLs aims at providing and ameliorating their reading and writing skills which are usually found to be lacking and keeps them from testing out. ELLs with special needs are provided the required services, however their IEPs are taken into consideration and instruction is differentiated to suit. The ESL provider works very closely with Special Ed. teachers in order to ensure all of the student's needs are being met. Together, they try to streamline all instructional efforts in order to achieve higher performance goals and acquisition of the language. We also supplement their learning through the use of websites such as Brain POP and Flocabulary, visuals, reciprocal teaching, peer tutoring, modeling, and sentence starters. We also use word sorts such as "Words Their Way", employ sophisticated synonyms and shades of meaning to expand their vocabulary and aid in language development while enabling them to learn content vocabulary.

e) We will continue to support our former ELLs for up to 2 years by providing them with breakfast study support for 40min 2-5 days a week. We will provide HW Help / skills support 2-4 days 1 hour each day after school. Extended time will be provided for former ELLs for testing.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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


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

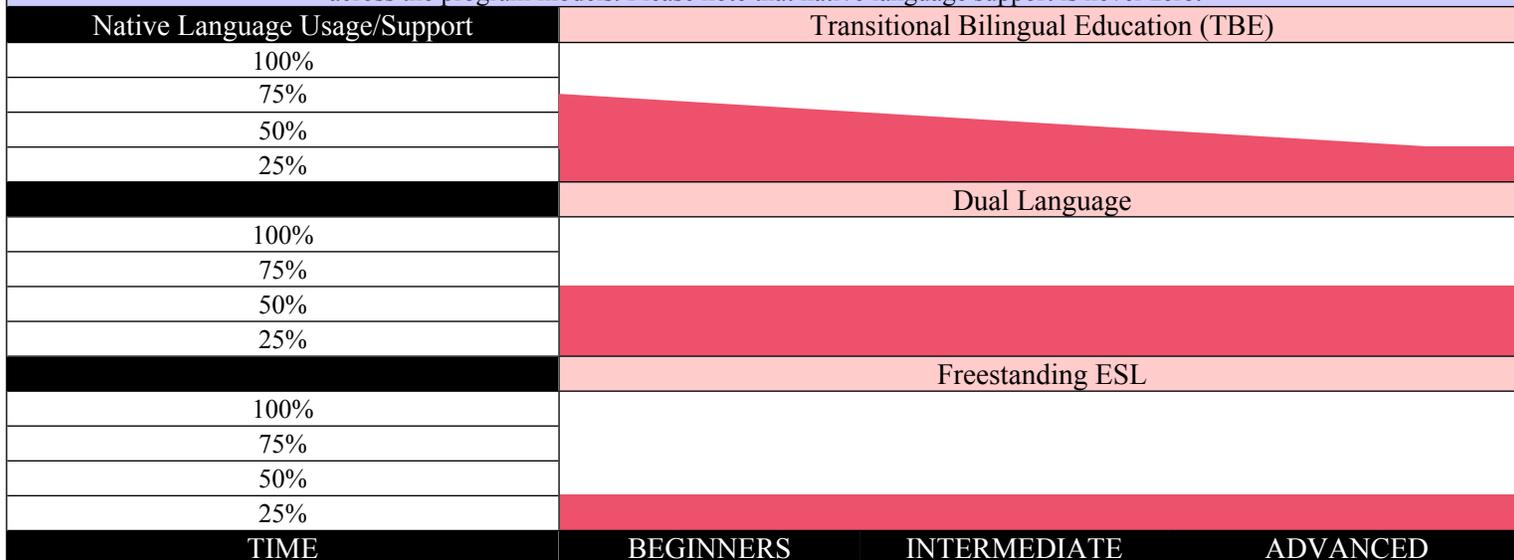
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has

native language supports.

## B. Programming and Scheduling Information--Continued

9. 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.

At East Side, we have a variety of targeted intervention programs for ELLs in the ELA content area. All instruction is provided in English while still maintaining support in native language skills. The ESL program supports the highly differentiated ELA program used by all students at East Side Community High School. The ELA program, which follows the Teachers' College model, focuses upon improving students' reading and writing skills. Students are taught at their skill level and supported to reach higher language acquisition levels by reading independent reading books at their true grade and fluency level. Through ELL technology stations audio books are also used to bridge the gap so that students can manage grade level books independently. Students are also aided to pick "the right book" for their proficiency level. Students who are at the beginner stage, who are reading below a P level, and need to focus on reading skills are instructed through the Wilson Reading Program. Direct instruction and guided reading models are used as part of our instruction practices. In order to address multiple components of literacy the Read 180 program has proved to be highly successful.

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

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

Students at ESCHS are part of a model that strives for inclusion. Teachers have been trained in Urban Schools Attuned methodology and approach. Teachers work to support students in identifying strengths and weaknesses; and to develop self-advocacy skills. The school has two full time certified ESL teachers who teach and support ELL skills and classes to identified students in different forms: One teacher is involved in the direct instruction. The other ESL teacher acts as a librarian and provides further consultation, books, and related materials to support core subject teachers of ELL students. This teacher also provides levels of direct instruction of certain students--based on the level of need and time. Our Literacy Coach works alongside teachers 6-12th grade on literacy instruction as well as acquiring materials and P.D. for all teachers of ELA who work with ELL students

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

10. The effectiveness of our current ELL program is that we use tools stated previously to identify specifically what are the skills each individual child needs support in, in order to grow towards proficiency. We provide literacy support in small groups and then also modify lessons and work for students in the larger setting. Teachers are aware that they are ALL teachers of ELLs and that teaching towards building on the growth of language acquisition is a key component. Every year our ELLs advance further and further on their testing levels in the NYSESLAT exam, which is evidence of how our interventions are being effective in our current program.

11. What new programs or improvements will be considered for the upcoming school year?

11. For the upcoming school year we will include the "Achieve 3000" program to enhance our work with intermediate and advanced students as this program aides in independent work by the students. We are also in the process of evaluating a new reading program, "ESL ReadingSmart", which adheres to the new common core standards, and is a content-based reading program written in all levels of proficiencies so as to traget students' individual needs no matter their level. It is a stand alone program but will be used as a blended program where the ESL teacher will provide mini-lesson instruction on specific reading strategies and targeted skills and the students will then use the "ESL ReadingSmart" as a supplement. The teacher will then be able to look at individual student quiz, activities, and test results and tailor, re-teach and differentiate instruction based on student results. We are also considering adding on to our ESL team by highring a dually certified ESL/SpEd teacher as we are increasingly aware of needing to provide more support in order to meet our students' individual needs.

12. What programs/services for ELLs will be discontinued and why?

12. No programs will be discontinued this school year.

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

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. The texts and technology programs stated above in questions number 9 &11, make up the majority of our instructional materials along with the use of Rosetta Stone in order to also immerse students in every day English terms and vocabulary. Our instructional materials change along with the needs of our students so we are in constant assessment of the students' needs as well as of our teaching tools and materials.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

15. Native Language support is provided through direct instruction, Achieve 3000, Wilson Reading Program. It is also provided through the use of bilingual dictionnaires, native language dictionnaires, as well as the ESL teacher, paraprofessionals, and through pairing students who speak the same native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

16. Required services, support, and resources do correspond to all ELLs regardless of age and grade. We look closely at each students' individual needs, levels and work produced. Through this we are able to determine which resources best match our students' levels. The ESL teacher modifies age and grade appopriate materials so that they are accessible to the student despite their proficiency levels. Scaffolding is also provided as to enable the student to be able to access grade level materials. We work on grade level skills with modified texts, keeping in mind age-appriateness and interest at the same time. We do this while we still focus on English Regents prep for high school students and on 6-8gr State exam prep for middle school students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

into the school culture before the school year starts. Last year we also initiated an intensive summer program during which students were able to work on their reading and writing skills. The program was co-taught by the middle school ELA teacher as well as the ESL teacher. These activities not only allowed students to work on improving their skills over the summer, but to become familiar with the lens through which we teach at East Side, establishing a pattern which they would then be able to follow in the Fall. They were also able to work very closely with the ESL teacher and build a relationship, which is crucial since they would be working closely with the ESL teacher at the beginning of the school year.

18. What language electives are offered to ELLs?

18. Through the Rosetta Stone Program students are able to choose from over 25 foreign languages. We also offer Spanish as a High School elective course.

19. For schools with dual language programs:

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

Paste response to questions here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1-4

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

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

Teachers are trained to explore strategies that will accelerate development and academic language in English and achievement in content areas. 7.5 hours of ELL training will take place for all teachers in order to increase the level and quality of differentiated instruction and further establish our mission as an inclusive school. The goal is to help support our ELL population through awareness and curriculum development. This will be in conjunction with our ongoing work and discussion around best practices through Urban Schools Attuned. This PD will provide support the Title III instructional program. Professional books made available for study groups include the following: Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn (ASCD); Meeting the Needs of Second Language Learners: An Educator's Guide by Judith Lessow-Hurley (ASCD). To improve knowledge and advocacy for ELL students, teacher study groups will be formed on site. Our monthly PD by our CFN 102 Network with Anthony Pizzillo serves as very informative and up to date PD for our provider and content area teachers. PD provided by Maria Broughton and her team is also very informative and helpful in terms of testing and compliance items in order to better serve our ELLs.

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. Parents are highly involved in meetings regarding their child's academic progress as well as in the presentations / celebrations of their work. However, we are aware of the larger need of parental involvement in the school community.

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

Parents are invited to attend a variety of events:

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Federman	Principal		11/20/13
Tom Mullen / Carla Gonzalez	Assistant Principal		11/20/13
Laetitia Minier	Parent Coordinator		11/20/13
Fay Ranjit	ESL Teacher		11/20/13
	Parent		11/20/13
Diana Quinones	Teacher/Subject Area		11/20/13
	Teacher/Subject Area		1/1/01
Andrea Swenson	Coach		11/20/13
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 01M450 School Name: East Side Community High School

Cluster: 102 Network: BFL

**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**

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

- We look up the ATS report UPPG that specifies students' home language. Not only for our ESL students but also for students who may be fluent in English, but whose parents speak a language other than English.
- For incoming students we pay special attention to the Home Language survey to assure that staff is notified of parents' home language in order to ensure proper communication with families.
- At the end of the prior school year we ensure that students are scheduled to have an Advisor that speaks the parent's Native Language as much as possible in terms of staffing availability. This assures that all parents have a liaison that will communicate information to them on a regular basis. The parent is thus, also able to inquire about their child's education in depth. In cases where there is no Advisor on the particular grade that speaks the parents' Native Language, we provide the Advisor (and all staff members) with the DOE translation services. We also provide the staff with names and contact info. of other staff members who are fluent in languages other than English.
- Letters and calls (on the School Messenger) are sent home in English and Spanish. We are working on expanding communication in the 2 other languages as well.

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

- This 2013-2014 school year, according to the UPPG report on ATS we have: 75 students whose parent / guardian's main language is Spanish, 30 Chinese, 1 Japanese, 8 Bengali, 1 Tibetan.
- The information is then submitted to the Advisor of each child. Before the school year began teachers had 3 days of P.D. where they were able to prepare their Advisory curriculum, systems, and procedures. Advisors are at that time provided with all pertinent information about their advisees, including home language and the translation and interpretations that each family requires. Throughout the year teachers meet weekly as a grade. Whenever a new student is enrolled, home language information is provided to the Advisor and teachers of that grade. This

information is also stated on their Emergency Blue Cards, ATS, and HLIS.

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

## Part B: Strategies and Activities

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

- The school leaders, Parent Coordinator, Counselors, teachers, support staff will translate any necessary documents into Spanish in order for the parents to be well informed.  
\* Documents are also translated into other languages using Google Translate.

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

The DOE also provides schools with a free over the phone translation service. They provide us with translation services in any language necessary at :718-752-7373 ext. 4. Our teachers and staff make extensive use of these services.

As stated earlier School Leaders, Parent Coordinator, Counselors, teachers, senior students are available for translation needs.

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>.

- a. Our school will be sure to provide translation and interpretation services to all families requiring it so that they can easily communicate with the school staff.
  - i. staff members will serve as translators
  - ii. DOE phone translation services will also be provided
- b. We will not allow students under the age of 18 to serve as interpreters. However, we will allow for the any relative or friend of the family above the age of 18 to serve as an interpreter.
- c. We will be sure to gain and provide translation services in a timely manner for any meetings, workshops, etc.
- d. We will provide parents with a translated version of any important documents involving issues such as: health, safety, regulations, services, etc.
- e. If we are unable to provide a Parent / Guardian information in their native language, we will be sure to provide them with information on where they can possibly attain such translation services.