



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: LOWER EAST SIDE PREPARATORY HIGH SCHOOL

DBN (i.e. 01M001): 01M515

Principal: MARTHA POLIN

Principal Email: MPOLIN@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: LISA PILASKI

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
Martha Polin	*Principal or Designee	
Paula Chen	*UFT Chapter Leader or Designee	
Leonardo Aulestiare	*PA/PTA President or Designated Co-President	
Manny Quinones	DC 37 Representative, if applicable	
Wensheng Liang	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Not applicable	CBO Representative, if applicable	
Victoria Rasinskaya	Member/ Teacher	
Lok Man Yang	Member/ Guidance Counselor	
David Zheng	Member/ Parent	
Ava Jin	Member/ Parent	
Shu Lin Ye	Member/ Parent	
Yu Ling Zhong	Member/ Parent	
Tamara Aulestiare	Member/ Student	
	Member/	

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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

There will be a 3% increase by June 2014 in the passing rate on the ELA Regents or PARC.

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.

ELA Regents results in June 2013 were 61% passing rate which fell short of our goal.

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. Regents Prep classes will be conducted in a Saturday Academy. Extended Day Prep classes are offered and double period ELA Regents Prep courses are available to previous failures and identified students.

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

1. ELA teachers, school assistance staff will provide direct instruction. Supplemental materials are provided to assist students.

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

1. Formative assessments, marking period grade monitoring, teacher evaluations, teacher input.

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

1. Start date was September 2013 – end date June 2014.

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

1. Saturday school is supported by per session for teachers and extended day per session for teachers and double periods are supported by Fair Student Funding and Title III.

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).

Program details are shared with Parents at PA meetings, SLT meetings and monthly newsletter.

Budget and Resource Alignment

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

X	Tax Levy		Title IA		X	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 #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.

95% of LESP teachers will use the Danielson Framework as a vehicle to revise their curricula and / or lessons

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.

Roll out of the Advance System and the Danielson Rubric.

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. Designs for Learning, Teacher Professional Development, Conferences, Workshops, Observations, Feedback will be used to determine if teachers improve pedagogy.

B. Key personnel and other resources used to implement each strategy/activity
1. Supervisory/Administrative Staff, School-based Professional Development Committee, AUSSIE, Consultant, Network 108
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Formal/Informal observations, Teacher Feedback on Professional Development program, Cabinet level meetings.
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Designs for Learning address CCLS, technology. Professional Development including classroom lab site visits, walkthroughs and sharing of feedback. Dept. Meetings, Faculty Conferences.

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 initiative is shared with SLT to illustrate our commitment to the improvement of instruction.

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

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	X	Grants
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 the number of students taking AP exams by 2% by June 2014. Opening a larger path to build capacity.

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.
 This goal addresses the College and Career Readiness initiative. Students have expressed the desire to take AP courses in preparation for college. (Need Regents Chemistry to take AP Chemistry).

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. AP teachers have participated in trainings to teach AP classes i.e. College Board, Gaucher College.
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers have attended conferences out of state etc. for Prof. Development in teaching AP courses.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teacher feedback, teacher surveys, supervisory observations, formative assessments.
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014 including teacher training in prior years.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Resources will be allocated for purchasing relevant materials and sponsoring teacher professional development activities.

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).
 Program Goals are shared with SLT and Parent Liason/Association.

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

X	Tax Levy	Title IA	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 #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	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 #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
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).

Budget and Resource Alignment

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

	Tax Levy		Title IA		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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	ESL tutoring during lunch, afterschool, and Saturday school with a certified teacher. Paraprofessional and certified teachers push in to specific classes throughout the day. SIFE program for newly arrived immigrant students. Resource room for students needing AIS service identified by Guidance Counselors.	One to one instruction, small group instruction, and peer tutoring.	Lunch and after school programs being in September, and Saturday Regents prep starts early December through January and late May through June for Spring exams.
Mathematics	Peer tutoring and lunch time tutoring with certified teacher. Math Lab during lunch for identified students with certified math teacher. Resource room for students needing AIS services identified by Guidance Counselors.	One to one instruction, small group instruction, and peer tutoring.	Lunch and after school programs being in September, and Saturday Regents prep starts early December through January and late May through June for Spring exams.
Science	Peer tutoring and lunch tutoring with certified teacher. Lab recovery minutes with lab specialist.	One to one instruction, small group instruction, and peer tutoring. Class instruction during the day.	After School program in science elective with lab requirement. Lunch and afterschool tutoring. Regents Preparation Course during lunch
Social Studies	Global Support class for newly arrived immigrant students, lunch time tutoring with certified teacher during lunch, afterschool credit recovery programs.	One to one instruction, small group instruction and peer tutoring. Class instruction during the day.	After school programs. Saturday Regents prep starts early December through January and late May through June for Spring exams. Lunch and after school tutoring.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavioral and academic counseling support by LESP counselors, NYU Silver School intern program, Hamilton Madison House, and SPARK counselor. Academic advisement acculturation for new students through LESP counselors and teachers. Mental health support through Charles B Wang RTR program and referral services; career and college counseling services through LESP college counselor and supported by Grand Street Settlement program.	One to one instruction, small group instruction and peer tutoring. Class instruction during the day	Individual counseling and small group counseling is provided during the school day and is based upon student schedules. All academic advisories and acculturation advisories occur for new students during their lunch time. College and Career counseling happen during the school day and lunch time presentations.

**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 *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.

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

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

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

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

One of the earmarks of the school is that we currently have three teachers and an educational paraprofessional who are graduates of LESP. We have also hired six teachers who were student teachers trained by our staff.

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

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).

Overview:

The Professional Development Plan (2013-2014) at LESP has been designed to reflect the "rigorous and coherent instructional experience for students and educators" as defined by the NYC Department of Education's 2013-2014 *Citywide*

Instructional Expectations and the Department's 2013-2014 *Quality Review Rubric* on which those instructional expectations were based.

The goal of professional development at LESP to provide all staff with a variety of opportunities and contexts in which to practice, reflect on, and refine ideas about those pedagogical beliefs and practices that result in increased academic achievement for the students at our school.

The Plan:

Professional development at Lower East Side Prep will be structured as follows:

Structure	Description	Participants
Designs for Learning (D4L)	<p>D4L is a bi-monthly, teacher-led, lesson plan study (2 sessions per month/1 hour each) in which groups of LESP teachers work collaboratively to deepen their understanding and practice. In D4L teachers address a predesigned menu of focus topics, designed to support our work with the Common Core and Advance (New teacher evaluation system.) The focus topics this year include: <i>Using the Teacher Frameworks, Universal Designs for Learning, Using Technology in the Classroom, Considering Text Complexity, Engaging Students, and Integrating Common Core Standards, and Using Data to Inform Instruction.</i></p> <p>In their D4L groups, teachers build a collaborative lesson for one member of the group to teach. The group observes this lesson together, later critiquing its effectiveness during a structured conversation that includes student feedback and examining student work produced from the lesson.</p> <p>The lessons, discussions, and student work that result from each cycle directly inform the work of our Inquiry Team and our staff PD Committee (see <i>Designs for Learning Facilitators / PD Committee / Inquiry Team</i> below)</p>	Administrators, Teacher Facilitators, All teaching staff, UFT Teacher Center Literacy Coach, AUSSIE
Designs for Learning Facilitators / PD Committee / Inquiry Team	<p>At LESP, teacher facilitators of our D4L lesson study group serve as the school's PD Committee, and as our program's Inquiry Team. As stated above teacher D4L facilitators collect data from the lessons, discussions and student work from our faculty lesson study to inform our schools inquiry work as well as plan professional development. By creating an organizational structure that integrates our inquiry work and our professional development, we have found that our professional development is more responsive to the expressed pedagogical needs of our teaching staff, while at the same time is more supportive of student achievement.</p>	Administrators, Teacher facilitators, UFT Literacy Coach
PD Days 9/3 & 9/4/13 11/5/13 6/6/14	<p>Our PD Committee periodically creates and administers surveys to assess the perceived professional needs of their colleagues. Results of these surveys are shared with the faculty and the information obtained is used to plan professional development on city-wide Staff Development Days.</p> <p>We will continue this practice.</p>	Administrators, PD Committee, UFT Teacher Center Literacy Coach, AUSSIE

<p>Protocol Training</p>	<p>Last year, our D4L teacher facilitators received six (6) hours of training from NYU (Steinhardt School of Culture, Education and Human Development) in the use of protocols.</p> <p>Teacher facilitators and participants have responded positively to the use of protocols to structure our professional discussions during a variety of professional discussions including those that take place during D4L.</p> <p>Teacher facilitators will receive further training this year. It is hoped that this year's training will result in Protocol Certification for teacher participants.</p>	<p>Administrators, D4L Teacher Facilitators</p>
<p>Teacher Leadership Program</p>	<p>This year, a group of three teachers and two administrators were accepted to the NYC DOE's Teacher Leadership Program. Participants will use the skills acquired from this program to support and extend professional development within our program</p>	<p>1 English teacher, 1 ESL teacher, 1 Literacy Coach, 2 Assistant Principals</p>
<p>Instructional Cabinet Meetings</p>	<p>Data obtained from administrator classroom observations and evaluation of teacher practice will continue to be used to assess the effectiveness of current professional development initiatives as well as to plan future PD.</p>	<p>Administrators, Network Achievement Coach, UFT Literacy Coach, AUSSIE</p>
<p>Faculty Meetings</p>	<p>It has been our practice to devote time during monthly Faculty Meetings to review current State Ed and DOE policies, including the <i>Citywide Instructional Expectations</i> and <i>Quality Review Rubric</i>. We do this in order to help us make explicit connections between these external organizational expectations, the inquiry work and the professional develop initiatives at the school-wide level, and student achievement.</p> <p>The feedback we get from this practice suggests that it helps to foster a culture of professionalism and collegiality between administrators and teaching staff. We will continue this practice.</p>	<p>Administrators, Teaching Staff, Guidance Counselors</p>
<p>Department Meetings</p>	<p>It has been our practice to devote time during monthly Department Meetings to review State Ed and DOE policies, including the <i>Citywide Instructional Expectations</i> and <i>Quality Review Rubric</i>. We do this in order to help us make explicit connections between these external organizational expectations, the inquiry work and the professional develop initiatives at the departmental / curricular level, and student achievement.</p> <p>The feedback we get from this practice suggests that it helps teachers and administrators to focus on how best to serve our diverse student population at the classroom level.</p> <p>We will continue this practice</p>	<p>Administrators, Teachers</p>
<p>Trainings as needed</p>	<p>Student data and teacher feedback is communicated by our PD Committee to</p>	<p>Administrators, Teaching Staff,</p>

	<p>administrators and consultants to inform professional development on an ad hoc basis.</p> <p>For example, last year teachers identified an increase in the number of students with socio-emotional and SIFE-type issues that appeared to impact negatively on student achievement. In response, our administrators have contracted with ScholarCentric to provide training in early identification and building resiliency of at-risk students.</p> <p>This year we have also begun to use a school-wide data collection program called Skedula. Staff that use this program have received on-going training and development regarding how this tool might best be used to improve student outcomes.</p>	Guidance Counselors
Professional Conferences	<p>Administrators and teachers attend professional conferences both locally and outside of the NYC area. Past conferences have included ASCD and TESOL. Upon returning, conference attendees turn-key information and share materials with colleagues during Faculty Conferences and Department Meetings.</p> <p>The feedback we get from this practice suggests that it helps to foster a culture of professionalism for our staff.</p> <p>We will continue this practice.</p>	Administrators, Teachers
UFT Teacher Center Literacy Coach	<p>Our teaching staff includes UFT Teacher Center Literacy Coach, who is also a member of our professional development team. In addition to maintaining the professional resources found in our school's Teacher Center (Room 452), our Literacy Coach provides formal mentoring to new teachers and is available to provide individual coaching to all teachers on staff. The literacy coach helps to plan and presents PD to all staff on Professional Development days. He also works with individuals and small groups of teachers who wish to develop their knowledge or practice around a specific professional topic.</p>	Literacy Coach, Teachers
AUSSIE	<p>Our professional development team includes an AUSSIE consultant who assists us to support the implementation of the <i>Citywide Instructional Expectations</i> across each department and the citywide Instructional Expectations across the school. This consultant also supports the training of the eight (8) lead teachers to meet their individual needs as professional development providers in training. Finally our AUSSIE implements a classroom inter-visitation <i>Lab Site</i> learning experience with target teachers as identified by the principal.</p>	AUSSIE, all Teaching Staff, Lead Teachers, teachers identified by the Principal, teachers who attend Lab Site visits
Network Achievement Coach	<p>Our professional team includes our Network Achievement Coach who helps us implement the</p>	Network Achievement Coach, administrators,

	Citywide Instructional Expectations, particularly as they relate to student testing and data.	AUSSIE, UFT Literacy Coach
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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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

"As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, Title III, NYSTL and other available resources to implement activities and strategies to reach our goal."

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.

At LESP, teacher facilitators of our D4L lesson study group serve as the school's PD Committee, and as our program's Inquiry Team. As stated above teacher D4L facilitators collect data from the lessons, discussions and student work from our faculty lesson study to inform our schools inquiry work as well as plan professional development. By creating an organizational structure that integrates our inquiry work and our professional development, we have found that our professional development is more responsive to the expressed pedagogical needs of our teaching staff, while at the same time is more supportive of student achievement.

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).

Parent Involvement Policy (PIP) Template

LOWER EAST SIDE PREPARATORY SCHOOL

NEW YORK CITY DEPARTMENT OF EDUCATION
145 STANTON STREET NEW YORK, NY 10002
Tel: 212-505-6366 FAX: 212-260-0813

MARTHA POLIN, PRINCIPAL
RENE ANAYA, ASST. PRINCIPAL
Samantha Dong, ASST. PRINCIPAL

School Parent Compact

School Responsibilities

Lower East Side Preparatory High School will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

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

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

March 27,28, 2014 and October 23, 24, 2014

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

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

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

As above.

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

Parents are welcome to school anytime.

Parent Responsibilities

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

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

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

Volunteering in my child's classroom;

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

Participating in school activities on a regular basis;

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

Reading together with my child every day;

Providing my child with a library card;

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

Respecting the cultural differences of others;

Helping my child accept consequences for negative behavior;

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

Supporting the school's discipline policy;

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

School Staff-Print Name	Signature	Date
Parent(s) – Print NameX	X	X
Student (if applicable)- Print NameX	X	X

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

- This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Parent Coordinator, Cheechee Kung, on November 19, 2013.
- This Parent Involvement Policy was updated on October 24, 2013.
- The final version of this document will be distributed to the school community on December 10, 2013 and will be available on file in the Parent Coordinator's office..

**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 01	Borough Manhattan	School Number 515
School Name Lower East Side Preparatory High School		

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 Martha Polin	Assistant Principal Samantha Dong
Coach Richard Ciriello	Coach
ESL Teacher Teresa Devore	Guidance Counselor Lok Man Yang
Teacher/Subject Area Yufai Bilge (Science)	Parent Leonardo Aulestiarte
Teacher/Subject Area Mi Yang (Social Studies)	Parent Coordinator Cheechee Kung
Related Service Provider Luquan Wang	Other Rene Anaya, AP
Network Leader(Only if working with the LAP team) type here	Other Chee Jiang Yee (Math)

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.	10	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	4	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	5	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	563	Total number of ELLs	425	ELLs as share of total student population (%)	75.49%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese and English
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)											12	13	3	28
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class											20	6	3	29
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	32	19	6	57

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	425	Newcomers (ELLs receiving service 0-3 years)	390	ELL Students with Disabilities	1
SIFE	50	ELLs receiving service 4-6 years	31	Long-Term (completed 6+ years)	4

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	222	19	0	10	4	0	1	1	0	233
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	168	16	0	21	10	0	3	0	1	192
Total	390	35	0	31	14	0	4	1	1	425
Number of ELLs who have an alternate placement paraprofessional: 0										

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
Chinese											64	119	50	240
SELECT ONE														0
SELECT ONE														0
TOTAL	0	64	119	57	240									

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
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											42	25	4	71
Chinese											153	132	52	337
Russian														0
Bengali											5	1	1	7
Urdu														0
Arabic											1			1
Haitian												1		1
French											2			2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											3	3		6
TOTAL	0	0	0	0	0	0	0	0	0	0	206	162	57	425

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)											101	61	7	169

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)											35	77	24	136
Advanced (A)											25	22	32	79
Total	0	0	0	0	0	0	0	0	0	0	161	160	63	384

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B											94	110	4
	I											11	42	46
	A											2	2	10
	P											2	2	1
READING/ WRITING	B											101	124	8
	I											7	29	43
	A											1	0	8
	P											0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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	61		26	
Integrated Algebra		198		175
Geometry		63		63
Algebra 2/Trigonometry		13		13
Math				
Biology				
Chemistry				
Earth Science		81		75
Living Environment		113		96
Physics				
Global History and Geography		167		135
US History and Government		65		49
Foreign Language		151		145
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)	6	16	14	23				
Chinese Reading Test	23	37	69	91				

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.
At LESP, students who enroll are given the LAB-R and an in-house reading and writing prompt. After evaluating these assessments and data, we place the student into an ESL course that matches their level and required number of minutes. Due to a large variety of ESL and content courses, teachers re-assess their students using their own diagnostics to adjust their curriculum. Both ESL and content teachers create groupings based on the students' abilities, design curricular materials allowing access for all, and continually adjust instruction and assessments.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Students enrolling at LESP are given the LAB-R within ten school days and are administered the NYSESLAT in May. Typically the data pattern has shown that students score higher on the LAB-R and lower on the NYSESLAT. Students generally test lower on the speaking and listening portions of the NYSESLAT. Additionally, some students tested lower on the writing portion of the NYSESLAT in 2013 than they did in 2012. During September and October 17 students placed at the beginning level on the LAB-R. 14 students placed at the intermediate level, and 23 students placed at the advanced level. Five students passed the LAB-R. In 2013, 133 students placed at the beginning level on the NYSESLAT and thus did not score higher than they did on the 2012 NYSESLAT or on the LAB-R; 32 students moved from the beginning level to intermediate on the 2013 NYSESLAT. 121 students scored at the intermediate level; 42 students scored at the intermediate level in 2012 and 2013. 54 students scored at the advanced level and 13 students passed the NYSESLAT. This reveals that students are not making limited gains on the exam; this might be a result of the changes made to the exam particularly the writing section as well as the difference in format between the LAB-R and the NYSESLAT as some students scored higher on the LAB-R than they did on the NYSESLAT.
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](#))
Teachers are using a variety of nonfiction texts of varying lengths and working on teaching students to read closely to determine what the text says explicitly and to make logical inferences from it. Additionally, teachers are working with students to cite specific evidence in writing and in spoken English to support conclusions they draw from texts as well as presenting arguments that use valid reasoning. An additional class was created to support students who did not progress to the next level on the NYSESLAT from the previous year specifically because they scored low on the writing and reading sections.
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?

Within our bilingual education program, we have noticed that students instructed in their native language fare better. We now have two Spanish literature classes for native Spanish speakers in addition to the Chinese native language arts classes for the native Chinese speakers; the teacher works on academic writing and reading in Spanish. We are not currently giving ELL Periodic Assessments.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
At LESP, the focus and mission of our school is to ensure all our students are college and career ready. With our predominant ELL population, teachers who are hired either speak a second language, or are trained using the SIOP method and principles of UDL to ensure English language development. We have an extensive Professional Development program which allows teachers to share best practices, collegially plan lessons, and push each other towards being 'highly effective' under the Danielson rubric. The instructional decisions teachers make each day value the need for both content and language objectives, as well as an understanding that students learn in different ways. Teachers know that it is necessary for students to develop their English skills all aspects of their day, from core classes to their electives, and they all build it into their curriculum.
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?

N/A

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

We evaluate the success of our programs for ELLs in a variety of ways. Currently, we amass information from teachers and students, and make changes based on the following pieces of data: the NYSESLAT score growth, the English Regents passing rate, the academic growth of students, alumni surveys on college preparation, and parent response. The Literacy Coach, Richard Ciriello, worked with the ESL Department to readdress and reevaluate our benchmarks for ESL students. Specifically, ESL teachers worked on curriculum mapping for each level. Additionally, the ESL Department created a new class for students that have passed our Level Four class but still need the required minutes of instruction time because of their Intermediate NYSESLAT score. The new L4+ class and Power Writing companion class will begin Fall 2013. Students will be programmed at the end of August when scores are available.

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](#).)
LESP has rolling admissions because we are a transfer school. Most of our students come at the start of each semester, September and February. 80% of the students are recent immigrants from China and speak various levels of English with some not knowing any English on arrival. In addition to our Chinese speakers we have taken 65 Spanish speakers with limited English. At registration there are several school aides, guidance counselors, parent coordinator and family paras that speak Chinese, Spanish and English and assist families through the registration process. Before families even receive paperwork there is an oral assessment of who is a possible ELL. During the intake process, the additional following steps are taken in order to identify possible ELL students: The Home Language Identification Survey is given. Once a Parent/Guardian indicates that the child speaks, reads, writes, and understands a language other than English, the Lab/BESIS coordinator and licensed ESL teacher, Teresa Devore, interviews the student to assess English language capability. LESP has school aides that translate in Chinese and Spanish for Ms. Devore. Students are interviewed by Ms. Devore and asked to write in English. Based upon their ability, their ESL level is identified. ESL identification is based on our school's developed benchmarks. After their ESL level is determined, if the student has been accepted, the Guidance Counselor programs the student for classes. Within the first ten days the student is administered the LAB-R, by Ms. Devore. If students have attended a prior NYC school, the LAB/BESIS Coordinator, Teresa Devore, still interviews the student to assess their ESL level in order for them to be placed in our ESL classes based on our benchmarks and ATS records of previous LAB-R/NYSESLAT scores. Based on these results, students are programmed by the Guidance Counselor. Spanish speaking students are given the Spanish LAB per NYCDOE regulation. If we find that students are at a low level in English, they are programmed for a special ESL Seminar class which meets everyday along with their double period ESL class. Chinese speaking students are also given an in-house assessment to determine their native language fluency. This helps us determine potential SIFE students as well as target these students, with a low level, for afternoon classes. These results help the school community understand their fluency in their native language. Spanish and Chinese speaking students are programmed for a Native Language Arts class along with ESL. The NYSESLAT is administered yearly during the Spring semester. ELL and bilingual-certified teachers conduct the oral section of the test. The reading, writing and listening subtests are administered in one day to all entitled ELL students. This process is coordinated by the AP in charge of testing and the LAB/BESIS Coordinator, Teresa Devore. The NYSESLAT scores are entered into the system during the summer after they have been submitted to the Regional assessment coordinator. In the fall, the LAB/BESIS Coordinator, Teresa Devore, prints a NYSESLAT report of scores to determine updates in student programs. This information is forwarded to the guidance department in order for counselors to program and schedule ELL students for the appropriate number of ESL minutes per day and instructional week. In addition,

parents and guardians receive written notification if the students will continue to receive services, as well as if they are no longer entitled. If students are no longer entitled to services, their programs are adjusted by their Guidance Counselor.

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.
During the registration process parents are presented with the three program options: transitional bilingual, dual language and freestanding ESL. After students are interviewed and accepted, the Parent Coordinator, CheeChee Kung, who also holds a pedagogical license, a Bilingual guidance counselor, and Spanish speaking school aide meet with every parent. A DOE video for parent orientation is shown. This video describes the transitional bilingual, dual language and ESL programs for parents. The Parent Coordinator further explains the video and answers any questions which may arise in the native language of the parent. Parents make a program choice and sign the program selection form after they watch the video. Based on that choice, the Guidance Counselor explains how their child will be programmed for the academic semester. Ms. Kung also informs the parents that they can change their program selection at any time by contacting the LAB/BESIS coordinator, Ms. Devore. She informs them that within the first ten days of attendance, their child will be tested using the LAB-R (for students new to the NYCDOE). They will be informed of the results in writing. Letters will be sent home via the student. Every Spring students are administered the NYSESLAT. Based on these results, guidance counselors make adjustments to individual student programs. Students, parents and/or guardians are notified if they are entitled to continue ELL services or if they are no longer entitled to ELL services. All letters are sent in the beginning of the year, September, via the student.
3. 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](#)].)
Directly after watching the video the Parent Survey and Program Selection form is completed and signed. These forms are maintained in a records office. The LAB /BESIS Coordinator, Teresa Devore maintains the files of the forms received and signed by parents at registration. All letters that are sent home following LAB-R testing are kept in binders in the ESL office along with copies of the HLIS and maintained by the LAB/BESIS coordinator, Ms. Devore with a copy in the student's guidance folder. Parents receive all notification via students. Guidance Counselors deliver all letters personally to the students. After NYSESLAT scores are released in August, entitlement letters are mailed directly to parents/guardians.
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.
LESP ensures appropriate placement in language programs through effective parent involvement during and after admissions processing. At registration, the Parent Coordinator and guidance counselors discuss the varying types of services provided to ELL students such as Bilingual Education Programs and Freestanding ESL programs. To ensure that parents understand all three program choices, the Parent Coordinator conducts the Parent Orientation with the assistance of a Spanish speaking family para. She sits with all ELL parents as they watch the Orientation Video at intake in their native language. When the video is finished, she answers questions, and explains anything the parents do not understand. Parents fill out and sign the Course Selection Form only after they fully understand their choices. The Parent Coordinator explains the Bilingual/ ESL/ English Timeline. At this interview, the ESL program, and the orientation materials found in the EPIC School Kit are presented to the parents and student. Parents are given the choice of picking a program that best serves their child's need. Our LAB/BESIS coordinator and guidance counselors review the program selection form during the student's first interview. Parental choice is confirmed in writing. These letters are provided to parents in their native language as well. A one-on-one interview with the ESL teacher and native language translator assure both parent and student comprehension. Based on parental choice, students are given either a bilingual Chinese program or free standing ESL program. Afterwards, all information is recorded into ATS by the LAB/BESIS coordinator on the ELPC screen within the 20 days of the students' arrival.
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.
At LESP, the testing coordinator, Rene Anaya sets up a schedule in which the NYSESLAT is administered to the students. Since our school is predominantly ELLs, half of an instructional day is used to administer the reading, listening, and writing portions of the test. The testing coordinator then sets up a schedule in which ESL teachers who are on a prep period pull out individual students from another ESL class, to administer the speaking portion. We ensure all students are tested and proctored by those who are not their ESL teachers.
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 gathered information and research over the past 5 years, has indicated that 60% of our student population is more recently represented by rural areas rather than from urban areas. This information is collected through the RESI in ATS and the SIFE survey. In addition, the ESL teachers create and distribute students information surveys that help the school track the student populations. As a result of this data, we have had to increase the amount of lower level ESL classes. In addition, by comparing Master Schedules from HSST /STARS every fall term, when we register the majority of our students, we program more ESL I, II, III classes than in previous years. Since we keep a record of program selection and therefore know most parents choose bilingual education, the school adjusts available classes and course offerings through the Programming Office. We program students every semester and based on course request build a school schedule. In order to keep in alignment with parent choice, we hired a new ESL teacher and added a NLA class. A bilingual program remains the most popular for Chinese speaking students while an ESL program is most popular for Spanish speakers and students of other language backgrounds.

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])?

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

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

2. 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)?

Students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. Simultaneously, students who opted for the Transitional Bilingual Education program (TBE) receive 180 minutes of Native Language Arts instruction per week. Classes/periods are 47 minutes and meet five times a week, once a week as a double period. Monday and Friday the school operates a one through eight bell schedule starting at 8:02 am and ending 2:39 pm. On Tuesday, period one and six are a double period, with no third and eighth period. On Wednesday, period two and seven are double periods, with no first or sixth period. On Thursday, period three and eight are double periods, with no second or third period. Fourth period meets every day and students have lunch fifth period. We also offer a wide range of after school programs to help students gain credit. These courses are developed to meet the needs of our students which includes skill building, remediation and enrichment in English Language, as well as opportunities for our overage population to earn credits toward graduation. Students are identified by their Guidance Counselor, Inquiry Team, or PPT. In addition, we target students in specific cohorts that need to pass the English Regents. That specific group of students is further divided into ESL levels. These classes are funded through Title III, SIFE grants, Fair Student Funding, and VATEA funding. In addition to after school classes, students may be referred to summer school or lunch time tutoring with content teachers or peer tutoring. These opportunities are offered in English and Chinese.

A. AT LESP, ESL, ELA and NLA classes are stand alone classes. In ESL I - IV, students have a double period of ESL with two additional periods of ELA and NLA. When students reach Level V and are designated as 'advanced' by the NYSESLAT, they are programmed for an ESL class, which lasts a single period, along with a single period of ELA and a single period of NLA class. When students are ready to take the ELA Regents Exam, they are programmed for E7EWS which is a double period. This class was designed to prepare students for the EXRL.

3. 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.

There are currently 12 fully certified ESL teachers, 14 fully certified bilingual and one ESL/bilingual teacher at the school. There are currently 31 ESL Classes ranging from ESL 1 (Beginners) to ESL 7/8 (Advanced). At registration, students are placed in ESL classes based on our benchmarks. Benchmarks have been revised during the 2012-2013 school year with an additional ESL class being offered with a companion class at Level 4 for students that have not passed the intermediate level on the NYSESLAT. Our Bilingual program provides instruction in both English and Chinese. For example, we offer Bilingual Living Environment Term One, students can expect the teacher to be licensed in the correct content area and be able to deliver the instruction in Chinese as well as English. As the term progresses, the administration expects instruction to be mostly in English by the end of the term. In a regular Living Environment class Term One the instruction is entirely in English with glossaries to help the students. Currently, we offer the following courses as bilingual: Living Environment term one and two, Earth Science term one and two. Forensics, Living Environment, Earth Science, AP Chemistry are in English only for our American transfer students and open to ESL students that are at an ESL level V and above or who opt for a stand alone ESL program. The Social Studies Department offers Global and US History as bilingual classes. Economics and Participation in Government are only in English, however students taking these classes are at an ESL Level 5 or better before being considered for programming. The Math Department offers Algebra and Geometry in the bilingual program. We offer these classes in English for Transfer students and free Standing ESL students that are native speakers of Spanish. Currently, LESP has a licensed bilingual Spanish Living Environment/Earth Science teacher and a licensed bilingual Spanish US and Global history teacher. Trigonometry and AP Calculus instruction is delivered in English only, with glossaries to assist instruction. All teachers across the content area provide translated materials, work on vocabulary development, and use modified materials for ELL students. Many of the ESL teachers also offer supplementary lessons to support all content area

classes. All materials correspond to the level of each student as determined through formative and summative assessments developed by teachers, as well as performance on periodic assessments, and the NYSESLAT.

The whole LESP staff is engaged in constant weekly professional development, called Designs for Learning. There, collaborative content area groups gather with at least one ESL teacher to facilitate a modified Japanese Lesson Study. Teachers infuse their lessons with a focus on the CCSS, their personal Danielson goals, as well as the topic of discussion (text complexity, student engagement, vocabulary usage, differentiation, and Universal Designs for Learning). Each lesson is collaboratively designed, observed with a critical eye, and is then given feedback through the use of protocols. Each teacher then transforms their lesson plans to incorporate what they have learned. The department teams also create common performance-based CCSS-aligned tasks together, and uses them as periodic assessments. During department meetings, teachers gather to discuss their students' performance, and continually adjust their unit and lesson plans to meet the needs of their students. By supporting each content area with a teacher from the ESL department, they are all reminded of the different strategies that can be used.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
All ELL students are evaluated in the native language during the registration process. We have all students write a response to a question in their native language. This informal assessment is shared with the ESL department. Chinese students are programmed for NLA classes and are given many formative and informal assessment throughout the term. Spanish speaking students will also be programmed for an NLA class and will be continually assessed throughout the school year. If they are proficient in their native language students are programmed for advanced or AP Chinese or AP Spanish classes. If students need extra support in their content area classes we schedule a Spanish speaking education paraprofessional to assist the classroom teacher.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At all levels in our ESL program students are consistently evaluated in reading, writing, listening and speaking. Teachers have collaboratively created midterms and finals that reflect the different modalities. In the day to day instruction, student progress is measured through formative assessments.
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).

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

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

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

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

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

E. After testing proficient, students are mainstreamed to monolingual courses. In these classes, teachers make note of their students' statuses, and design curricular materials that still incorporate the SIOP method, but also pushes for college and career readiness. The teachers are mindful of their students ability, however, the tasks become more demanding and lengthier, with an expectation of even higher standards. Students are encouraged to take College Writing courses, AP courses, and attend college workshops held during lunch to ensure that they are not only continuing to build their language skills, but also to creating a viable path for their future.

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?

A variety of instructional strategies are used when dealing with students that are ELLs as well as students with Disability. Grade level content is used but presented through differentiated strategies. All teachers at LESP have received an enormous amount of professional development on scaffolding and tiering lesson plans. The instructional outcomes are the same for students but the steps to success vary from student to student. The Special Education teacher works one on one with students during their resource room period and all IEPs with benchmarks are given to teachers. Teachers use the SIOP model when creating lesson to introduce content vocabulary to students. At this time, LESP has only 1 ELL student who has been identified as a Special Needs student. We ensure that parents, guidance counselors, related service providers, and content area, ESL, and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, use of UDL, one-on-one tutoring, counseling and collaborations among all content teachers.

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?

All ELL-SWD students have been programmed for a SETSS class, and are mainstreamed in their coursework. To ensure students receive rigorous coursework, while accommodating for the learning disabilities, teachers use principles of Universal Designs for Learning to provide access at various entry points in their lessons. By varying modalities, tasks, and groups, students who are ELL-SWD are encouraged to achieve their IEP goals and attain proficiency. Additionally, students are scheduled for an additional resource room period with a SPED teacher, who conducts small group and one-on-one tutoring for each content area. To ensure students are still gaining an adequate number of credits each semester, students also take afterschool courses.

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

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

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

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

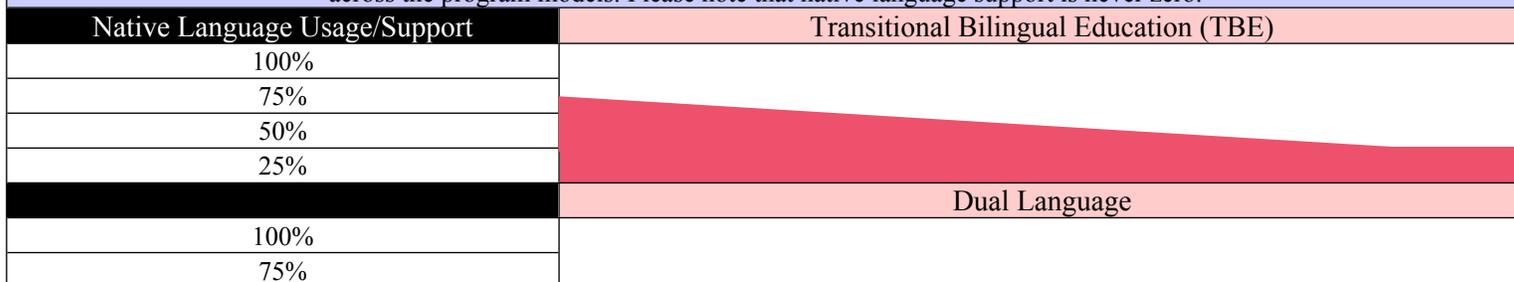
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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 LESP we offer a range of after school programs for students that are struggling and need additional support. The Guidance Department identifies students that need to take the ELA and Math Regents exams. Students who are not performing at grade level are given a Math Lab three times a week during their lunch period. Students can also attend peer tutoring after school, in which students are paired up with someone who speaks the same language as them. We have cultivated and trained peer tutors of all subjects, so students who need help are given the opportunity. Students who are not meeting grade level standards in English are given an additional class after school. Each ELA class is targeted to the different ESL levels. To target interventions for science classes, individual teachers provide tutoring time before the day starts, during lunch, and after school. The science lab specialist is also a resource who sits with students to complete any labs or assignments. Social studies teachers do the same, however, there is also an additional Global Support class that gives students targeted ESL and Global history instruction. Two SS teachers and a science teacher also offer after school courses that help fortify and connect concepts with the classes taken during the day. All science teachers speak English, as well as Chinese or Spanish. Of our SS teachers, three speak Chinese, and one speaks Spanish. While all non-bilingual courses have an ESL focus, teachers working collaboratively to translate course materials and being able to speak their students' home language allows for students to attain content knowledge better.

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

Our current program has been replicated at many schools, and due to the percentage of students who pass the English Regents, are successful in college, who show growth on the NYSESLAT, and in-house Performance Tasks, the teachers, administration, and community find our program highly effective. With a variety of ESL and English courses, teachers promoting literacy through the SIOP method in the content areas, as well as in electives and physical education, students are acquiring English at a faster pace than normal. Within two years of rigorous coursework at LESP, students are able to move into and compete academically in monolingual classes.

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

For the upcoming school year, the ESL Department has created a new ESL class that will target students that have passed their ESL classes offered at LESP but have not advanced on the NYSESLAT. The newly created class is L4+ and the companion class is Power Writing. Students that are not designated as Advanced on the NYSESLAT will be programmed for this class instead of moving to ESL Level 5. Additionally, we have accepted students who are long-term ELLs, and have created a course targeting these students to allow them to pass the NYSESLAT and English Regents.

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

LESP did not qualify for the 21st Century grant for the upcoming 2013-2014 school year. As a result, our long standing partnership with the Chinese Planning Council, that subsidized many of our after school classes, will end. We have been actively writing other grants that can continue our efforts to give students at LESP a well rounded enriched school experience.

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

We will continue to offer a wide range of programs after school for ELL students. These classes will serve to satisfy graduation requirements in order for students to graduate in a timely manner. Classes also serve to build skills and enrich English Language Learning. For the 2013-2014 school year, our programs will be funded through Title III, SIFE Grants, and Fair Student Funding. Students are also encouraged to take part in our College Now program with Hunter College and NYU.

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

Teachers use mobile laptop carts, ipad carts, smartboards and a variety of technological learning tools during the school day and after school classes to enhance instruction. Our NLA, ELA and ESL teachers work together to provide students with the necessary tools to understanding literary terms and devices. The NLA teachers use Chinese / Spanish literature to understand and build knowledge base on how literature is studied and dissected in the US. All teachers build glossaries and skills that are compatible CCLS and Depths of Knowledge. LESP continues to offer online learning through iLearnNYC for advanced students and students who show an interest in broadening their elective options.

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

NLA classes build the capacity for our students to understand literary terms, essay structures, and critical thinking skills to be proficient on all state assessments. LESP has focused on CCLS for all students in all classes. All teachers have incorporated at

least two units of study that culminate in Performance Tasks. For this school year, in addition, all teachers will be asked to identify two anchor standards in which they build a unit of study.

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

LESP is a transfer high school open to students 17-21 years old. Most of these students are ELLs and we are careful to align language acquisition and counseling commensurate with student age. Counseling for our older students include career counseling for those wishing to enter the work force directly after graduation, as well as a college office for those wishing to attend university after graduation. We will continue our partnership with Grand Street Settlement that offers us an additional College Counselor.

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.

Newly enrolled ELL students are assisted in a variety of ways. They can expect translator assistance via Guidance Counselors, Social Worker, School Aides and other support staff. We offer a summer orientation through Title III funding. Students become acquainted with the building, teachers and NYC life while earning elective credit toward graduation. Our Parent Coordinator, Cheechee Kung assists parents during orientation answering questions and providing ESL / Welcome classes during the school year. Students receive a student handbook in their home language. We offer health insurance sign-up during orientation / registration.

18. What language electives are offered to ELLs?

Students can take Spanish and Chinese as a Language Elective.

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)?

N/A

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.

LESP aligns its yearly professional development plan to the citywide instructional expectations. All teachers receive professional development on employing the SIOP method for lesson planning. All administrators, bilingual content area teachers, NLA teachers, and ELL teachers participate in a uniquely designed professional development experience twice a month at LESP known as Designs for Learning. Designs for Learning is a four week cycle that focuses on a module for those four weeks. In school year 2013-2014 the modules will be Universal Designs for Learning, Student to Student Engagement, Text Complexity, Technology, and Data. During the four sessions, teachers are expected to design a lesson together paying particular attention to the module focus. The lesson is taught by one of the teachers and then the teachers use a specific protocol to give feedback to improve the lesson design. Student work from the lesson is reviewed as well. All teachers must submit a lesson using the information and skills they have gleaned from the module. Richard Ciriello, Literacy Coach, continues to work with teachers on an individual basis on creating lessons that adhere to the SIOP method of planning. The AUSSIE professional developer visits the school once a week to provide one to one professional development to targeted teachers for a 6 week cycle. At the end of the 6 week cycle, the teacher's classroom becomes a lab site for other teachers to visit and observe the work that was accomplished and provide feedback. We continue to partner with Lincoln Center, which provides professional development to three teachers on staff.

2. Every cycle within Designs for Learning will focus on CCLS and Danielson's Teacher Framework. All teachers must plan a lesson that targets an anchor standard and develop a performance task for students. Professional Development in September 2013 will focus on CCLS and teachers writing a unit targeting an anchor standard for their subject.

3. As our students are mostly new immigrants from abroad, going from high school in China or Dominican Republic to the US, the guidance counselors meet with each student and parent prior to giving them their programs to talk about what they should expect and how to approach certain situations. There are also students who transfer from other NYC high schools, and transition counseling occurs. The students are also enrolled in the afterschool Walking and Talking course, which addresses the new culture they are in. The staff is reminded at the beginning of the year of the special needs our students have as ELLs, newcomers, transfer students, etc. The guidance team also attends PD through various entities like the OELL, CollegeBoard, Child Mind Institute, Living Undocumented, and other organizations to broaden their skillset to support ELLs. These workshop materials are then turnkeyed to each other, and to the teachers so that all staff is on the same page.

4. LESP is a school focused on ELLs because more than 80% of our population are immigrants from China or Spanish speaking countries. Every Professional Development opportunity is geared toward ELL training for content teachers. Designs for Learning happens twice a month and uses the SIOP model of lesson planning. Our literacy coach continues to hold lunch time meetings for content area teachers interested in learning different techniques that focus on ELLs. Our mandated Professional Development days are geared to enhance our understanding of the CCLS in conjunction with Universal Design for Learning strategies that focus on ELLs. All minutes, agendas, and sign-in sheets are kept and filed in the Principal's office and Teacher Center to ensure teachers receive the required amount of PD.

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. At LESP during the registration process, our staff speaks to parents about their involvement being vital to their child's success at school. Our Parent Coordinator, CheeChee Kung and Guidance staff encourage parents to play an integral role in their child's education. During registration, all parents are given assistance in creating an email address in order for them to access ARIS. Ellen Wong, our family Para, assists parents in finding free or reduced medical services. Ms. Kung also discusses LESP's Parent Association's purpose and meeting times. All parents are encouraged to attend School Leadership Team meetings as well as the Title I Parent Advisory Committee. Parents are offered classes to learn English and to participate in acculturation activities around the city such as Broadway Plays and visits to museums. Parents are invited to attend Parent Teacher Conferences in the fall and spring.
 2. LESP has consistently worked with Chinese-American Planning Council, Grand Street Settlement Beacon Program, Affinity Health Plan, Health Corps, Charles B. Wang, APEX, and Asian Americans for Equality to provide workshops and services for parents. Examples of the workshop topics are: How to Apply to College, How to Apply for Financial Aide, Parenting in the American Culture, Breast Cancer Awareness, How to Quit Smoking, How to Apply to SES, ARIS Parent Link, Teens and Sleep and ESL/Computer Skills.
 3. To evaluate the needs of the parents, we survey parents when conducting Parent Orientation. In addition the Parent Coordinator, Ms. Kung, frequently surveys parents at Parent Association meetings, Title I Advisory Committee and School Leadership Team meetings. The survey is translated into several languages using our staff for Chinese and Spanish and translation services from the DOE for other languages if necessary. We also provide translation services at all meetings held for parent and students that are at a low ESL level. Our surveys ask the parent specifically about what classes they would be interested in attending and what activities they would like to join.
 4. Since more than 80% of our parents are ELL and new immigrants, ESL and computer skill classes are the most in demand. We provide ESL/Computer Skill class for the parents every Wednesday from 6PM to 8PM. Considering the parents may not have time to eat after work; we also provide snacks before each class. We introduce American culture to the new immigrant parents. Every effort is made to reach out to parents and help them to feel at home and create a sense of belonging. The doors of LESP are ALWAYS open to parents. Additionally, the Parent Coordinator publishes a monthly newsletter. This newsletter is translated into Chinese and provides parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and highlights student achievement and activities. LESP further involves parents in student learning through phone masters, the School Leadership Committee, and the Parent Association. Please see response to questions here:

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.

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

Part VI: LAP Assurances

School Name: Lower East Side Prep HS**School DBN: 01M515**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marth Polin	Principal		10/22/13
Samantha Dong	Assistant Principal		10/22/13
Cheechee Kung	Parent Coordinator		10/22/13
Teresa Devore	ESL Teacher		10/22/13
Leonardo Aulestiarte	Parent		10/22/13
Yufai Bilge (Science)	Teacher/Subject Area		10/22/13
Mi Yang (Social Studies)	Teacher/Subject Area		10/22/13
Richard Ciriello	Coach		10/22/13
	Coach		1/1/01
Lok Man Yang	Guidance Counselor		10/22/13
	Network Leader		1/1/01
Rene Anaya	Other <u>Assistant Principal</u>		10/22/13
CheeJiang Yee (Math)	Other <u>Teacher</u>		1/1/01
	Other		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: 01M515 **School Name: Lower East Side Preparatory HS**

Cluster: 1 **Network: CFN108**

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

Part A: Needs Assessment Findings

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

To register for our school, students are required to bring a transcript and their parent/guardian. They fill out the Home Identification Language Survey, emergency cards, take placement tests, and are then interviewed by school aides, guidance counselors, our LAB BESIS teacher, as well as the Parent Coordinator. This process gives us an indication of what their home language is, and the best way to communicate with them. Due to the unique transitional bilingual Chinese program, much of the staff is fluent in Chinese. For students who speak Spanish, we also have bilingual Spanish teachers, school aides, and educational paras to aid in translations. We are currently serving the following families:

Amoy: 3
Arabic: 1
Bengali: 9
Bosnian: 1
Chinese, Other Dialect: 1
Chinese: 67
Cantonese: 140
French-Haitian Creole: 1
French-Khmer: 1
French: 2
Haitian Creole: 1
Hausa: 2
Korean: 1
Mandarin: 159
Nepali: 1
Polish: 1

Portuguese: 1
Spanish: 95
Thai: 1
Tibetan: 3
Vietnamese: 1
Wolof: 1
The rest speak English.

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

We have a large population of new Chinese immigrants, and a number of Spanish-speaking immigrants from South America. There is an even smaller population of students who come from various countries around the world. We have found that when students register at LESP, we can quickly identify their language needs. Several teachers have been designated as translators for written documents, translating all letters sent to parents and students into Chinese and Spanish. Our staff is equipped with teachers and school aides who are also fluent in Russian, Ukrainian, Korean, Japanese, and French. The language needs of the families change over time, and are reported to the community via the initial meeting, parent newsletter, and SLT meeting at the beginning of the year.

Part B: Strategies and Activities

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

When a document or letter is designated for school-wide distribution, teachers who are designated as part of their sixth period assignment, as well as school aides will translate all necessary documents. When a parent comes in to meet with teachers and/or counselors, we have designated counselors, school aides, the para, or the parent coordinator to translate in the language of the parent. Due to the budgetary constraints, not all documents are translated into the 20 different languages at LESP, rather, key family members, volunteers, and various members of the school community help to ensure all families understand the documents being presented to them.

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

When an interpretation is necessary we designate a teacher, a guidance counselor, the parent coordinator, para, or a school aide to interpret for the parent, student, and teacher. If necessary, an translator will be hired by an outside contractor.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

LESP has an extensive oral and written translation program to support our school and DOE initiatives. We ensure parents are notified in their home languages through the use of the diverse and dedicated staff, who speak and write fluently in the predominant home languages. We are also using Skedula, which is able to translate any notices sent out. We are confident we will fulfill section VII of Chancellor's Regulation A-663.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Lower East Side Preparatory HS	DBN: 01M515
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 250
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 12
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

7. SAT Prep Course for ELL students

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

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

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

Part B: Direct Instruction Supplemental Program Information

Camp Mason

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

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

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

Part C: Professional Development

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

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

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

- o Conferencing
- o Tutoring
- o Vocabulary activities

Part C: Professional Development

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		