

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

01M515

School Name:

LOWER EAST SIDE PREPARATORY HIGH SCHOOL

Principal:

MARTHA POLIN

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Secondary School Number (DBN): 01M515
School Type: Transfer School Grades Served: 10-12
School Address: 145 Stanton Street, 4th Floor, New York, New York 10002
Phone Number: 2125056366 Fax: 2122600813
School Contact Person: Martha Polin Email Address: mpolin@schools.nyc.gov
Principal: Martha Polin
UFT Chapter Leader: Paula Chen
Parents' Association President: Leonardo Aulestiarte
SLT Chairperson: Faye Li
Student Representative(s): Chumin Wu

District Information

District: 01 Superintendent: LaShawn Robinson
Superintendent's Office Address: 52 Chambers Street
Superintendent's Email Address: LRobinson5@schools.nyc.gov
Phone Number: _____ Fax: _____

Cluster and Network Information

Cluster Number: _____ Cluster Leader: _____
Network Number: 108 Network Leader: Lisa Pilaski

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Martha Polin	*Principal or Designee	
Paula Chen	*UFT Chapter Leader or Designee	
Leonardo Aulestiarte	*PA/PTA President or Designated Co-President	
Karen Durnin	DC 37 Representative, if applicable	
Chumin Wu Andres Torres	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	
Feng Li	Member/Teacher	
Yu Ling Zhong	Member/Parent	
Ping Ping Li	Member/Parent	
Ava Jin	Member/Parent	
Shu Lin Ye	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. Lower East Side Prep is a Title I bilingual transfer high school. Seventy-three percent of our student population - aged 17-21 years old- are recent immigrants and English language learners. The majority (75.7%) of our English language learners come from countries where Chinese languages are spoken. However, our program continues to experience a significant increase in the number of Spanish-speaking students seeking ESL instruction - currently 19.1 % of our student population. Our Spanish-speaking English language learners come mostly, although not exclusively, from the Dominican Republic. Home languages of our other English language learners include Tibetan, Vietnamese, Arabic, French, French-Haitian Creole, and Bengali, Albanian, Amoy, Burmese, Thai, and Turkish.

Our intended outcome is to prepare all of our students with the language skills, cognitive skills, and content knowledge that will equip them for successful entry into post-secondary schooling and/or work environment.

Our CEP goals are aligned with the Citywide Instructional Expectations. We have selected to continue and to evolve our Professional Learning Communities already in place in order to meet the needs of our students. To engage all of our students, we want to further develop stronger relationships with our students and through them, help them develop the resiliency characteristics that lead to academic growth. To ensure our students are College and Career Ready when they leave us, we want to start early. All students are involved in discussions about college, in terms of understanding their opportunities and the application process. By defining terminology, identifying financial aid needs, and scholarship programs in all their classes starting when they enter, we believe students will gain an advantage when they are ready to apply to college. An additional educational goal is adapting the demands of the Common Core Literacy Standards for ELLs and continuing to explore effective pedagogical strategies to drive this goal.

Many of our students demonstrate limited literacy in their native languages and, as a result, encounter difficulty in the acquisition of academic English. In addition to the challenges involved in immigrating to a large American city and negotiating a new academic system in a new language, many of our students also report economic and caretaking responsibilities after school.

Despite these academic and social-emotional challenges, nearly 80% of our students passed the NYS English Language Arts Regents Exam in 2013-14, and the vast majority (85%) of our students enrolled in college. In 2012-13, we were ranked number three out of 47 transfer high schools in New York City.

At the time of this writing, approximately 60% of students who attend LESP are considered SIFE. However, because of the demographic profile of our typical student (i.e. over-age, under-credited, recently immigrated English language learner) we believe the true percentage of SIFE enrolled at LESP is in fact much greater than that which students themselves report to us at intake. For this reason, the instructional focus for all staff and students at our school necessarily addresses and integrates both the academic literacy skills that are considered best teaching practices for ELLs and support of the

academic and personal behaviors that are often reserved for students having had interrupted formal education.

Additionally, our teachers and administrators consistently identify three learning trends among many LESP students, and particularly among those who have been positively identified with interrupted formal education: our SIFE/ ELLs respond positively to small group learning environments, expeditionary learning activities
extended task-time and multiple opportunities to practice skills

SIFE students at LESP report that smaller group settings in which “real life experiences” generate multiple opportunities to practice listening, speaking, reading, and writing make the experience of school “more personal and meaningful.”

2. Designs for Learning (D4L) is a weekly, teacher-led professional development experience (4 sessions per month/80 minutes each) in which groups of LESP teachers work collaboratively to deepen their understanding of the best instructional practices for working with our students. In D4L teachers address a menu of focus topics, designed to support our work with the Common Core Learning Standards, Advance (teacher evaluation system) and the NYC Citywide Instructional Expectations. The focus topics this year include:

Knowing Your Students/Data-Driven Decision Making
Reading and Writing Across the Curriculum
Student Engagement
Study Skills/ESL in the Content Areas (and Vice Versa)

In their D4L groups, teachers engage in protocol-based discussions of professional articles related to each focus topic. Teacher groups also use protocols to analyze authentic teaching artifacts and to examine student work. At the end of each cycle, teachers submit a teaching artifact that demonstrates how they have incorporated their understanding of the topic into their instructional practice. The discussions, artifacts and student work that result from each D4L cycle directly inform the work of our PD Committee.

We strive to create a supportive environment that gives students more access to guidance. We have maintained a good guidance to student ratio, giving counselors more manageable caseloads. We have brought in graduate interns to assist; information about students is shared through the use of Skedula. Students seek out or are directed to our SAPIS counselor and Social work interns. All staff has received resiliency training, and we effectively use of attendance outreach team to bring students back to school. PD around learning styles of students coming in, challenge we were facing. Creating heterogeneity because kids needed to communicate. Collaborative teacher working together.

3. There has been growth in teacher innovation and initiative. Teachers have made shifts in their attitude toward their professionalism as they take ownership in key areas. Teachers have taken on responsibilities in developing and participating in high quality professional development. Professional journals exhibit the depths of teacher thinking, as they reflect on the combination of theory and practice, as well as student outcomes. The level of thoughtfulness becomes clearer as more voices join the discussion, and a level of trust has evolved evidenced by the teachers’ willingness to share.

The changes in our population are reflected in the diversity of the honor roll, with increased numbers of students representing a variety of ethnic backgrounds. Over the past thirteen years we have

developed high quality and rigorous after school programs that have given students the opportunity to challenge themselves as they earn credits toward graduation. Students' activities including robotics and PSAL sports help to build school community. Social gatherings like the thanksgiving dinner serving some 300 students and welcoming activities for new students build foundations for students and teachers to gain an understanding of one another and develop trust. Teachers understand their role in identifying at-risk students and all students and addressing their needs.

As our population changes and evolves as a result of immigration patterns and knowledge about our school, cultural and philosophical shifts are formed as we strive to meet the needs of new populations. There is an implicit need for teachers to develop new skills in order to work with different types of students who bring different histories, experiences and cultures. As a result, the role of teacher has expanded into areas of guidance and support. Teachers have new tools to communicate with parents, counselors, administrators and students through the use of Skedula and Pupil path. They have a means of sharing anecdotes about students' progress and areas in need of improvement. As a result of this, we, as an administration, and as a school are more proactive. We are made aware of situations that need to be addressed and we act upon the immediately, and in real time. The school can now hold students accountable for their behavior, rather than evaluating on how well a teacher can control the class. We can be surgical right away.

There has been a gradual release of information, control and access to teachers, parents and students as they utilize Skedula, participate in professional development planning and delivery. Teachers have a hand in shaping the parameters in which they are making choices in the system. We are able to trust the teachers based upon greater belief on what they do. Who better to identify their needs and gaps? It's a continuing dialogue that holds everyone involved accountable and everyone has a voice.

Instructionally, Advance has given greater effectiveness and resulted in a greater belief and feeling of we can facilitate, there is more trust and greater collaboration. Let's talk about what we do, what we practice. The instructional shift to Advance has given a common language and supports a greater focus on practice.

Our challenges include keeping staff in the loop from initial intake throughout the students' time at LESP. Our challenge is to give students opportunities to share in the ownership of our school, while making them safe, learning about different cultures and growing within each of them a need to be a life-long learner. How do we continue to grow student-to-student interactions and student questioning at all levels?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Analysis of student work, test results, lesson plans and observations show that...

- There is alignment to the Common Core in classroom instruction which includes Text Complexity and the building of arguments
- Essential Questions are addressed
- We strive to develop higher order thinking skills
- Our professional development efforts on text complexity, reflection on student outcomes and creating a culture of learners has been effective.
- Staff is becoming more comfortable with the incorporation of Multiple Entry Points, scaffolding and student engagement
- Depth of Knowledge has become part of the “LESP language of instruction”
- Our Advanced Placement Examination results continue to inform our instructional agenda and our investment in college and career readiness.

In our *Designs for Learning* PLCs, teachers meet in departmental groups and work together to convert and adapt their existing curriculum to meet the CCLS. Lessons and strategies that address the CCLS are taught and peer feedback is given when lessons are deconstructed. Teachers have also created tasks based the NYC Baseline Performance Exams, in reflection of the particular MOSL exam. ESL teachers have created learning tasks modeled on the tasks found on the NYSESLAT, while content area teachers have created similar NYS Regents-based learning tasks. September Professional Development was followed by our November PD in which we focused on creating common core aligned tasks as well as task that address academic vocabulary instruction. A four session *Designs for Learning* cycle was dedicated to CCLS argument writing. All LESP teachers have been provided resources to assist in planning questions and activities that may promote such skills (i.e. Depth of Knowledge higher-order thinking “wheels”).

Our Regents data, Common Core Assessments and improved NYSESLAT scores are evidence of the increased rigor of our classroom instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the year, at least 80% of our teachers will maintain a rating of Highly Effective, or move up a category in terms of 3C- student engagement as defined by Danielson.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<p>D4L is a weekly, Professional Learning Community (4 sessions per month/80 minutes each) in which groups of LESP teachers work collaboratively to deepen their understanding of the best instructional practices for working with our students. In D4L teachers address a menu of focus topics, designed to support our work with the <i>Common Core Learning Standards</i>, Advance (teacher evaluation system) and the <i>NYC Citywide Instructional Expectations</i>. The focus topics this year include:</p> <ul style="list-style-type: none"> • <i>Knowing Your Students/Data-Driven Decision Making</i> • <i>Reading and Writing Across the Curriculum</i> • <i>Student Engagement</i> • <i>Study Skills/ESL in the Content Areas (and Vice Versa)</i> <p>In their D4L groups, teachers engage in protocol-based discussions of professional articles related to each focus topic. Teacher groups also use protocols to analyze authentic teaching artifacts and to examine student work. At the end of each cycle, teachers submit a teaching artifact that demonstrates how they have incorporated their understanding of the topic into their instructional practice.</p> <p>The discussions, artifacts and student work that result from each D4L cycle directly inform the work of our PD Committee</p>	All teaching staff	Weekly meetings form August 2014 through June 2015.	The administration and professional development committee

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Teacher leaders, Professional Development Committee, Staff Developer/ Consultant, Skedula, after-school programs, Saturday programs, ASCD and TESOL Conferences

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

At the end of the fall semester, the cabinet will monitor teacher ratings (we will reflect on the observations completed and the teacher 3C scores) which will assist us in gauging our progress toward continual improvement. Teachers will reflect on their progress on the February 2nd Chancellor Conference Day. Teachers will reflect on their progress on the chancellor’s conference day on February 2. The specifics of this process will be determined by the Professional Learning Committee.

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
---	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our well-developed credit bearing after school program and robotics program are integral in building school community. Student activities, such as the New Student Welcome and our Thanksgiving dinner (which fed more than 300 students), our annual talent show, all strengthen the level of student trust and buy in to our program. The infusion of more varied ethnicities of students required our staff to make a cultural shift in their approach. Through extensive professional development, teachers’ understanding about their roles in identifying at-risk students and addressing the needs of all students, has create a cultural and philosophical shift that benefits each new population of students.

Teachers are continuously developing skills to work with different types of students who bring with them a variety of cultures, histories, experiences and academic backgrounds. As a result, our hope is that the role of teacher will continue to expand to guidance in helping students develop resiliency skills. Teachers are taking more responsibility for the “whole student.” Teachers are more involved in the lives of their students as they have avenues of information at their disposal and the ability to communicate with all stakeholders about any particular student. This shared information gives all involved ideas about what is working and what is not working. It gives us a road map in dealing with students on an individual level.

Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	We have instituted a program for increased awareness about college and career readiness that starts when students first enter our school. We expect an increase of 25% in the number of student applications to college, especially private colleges, as compared to 2013-2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
College and Career Readiness monthly workshops, week-long talks between students and teacher addressing a variety of topics including introductions to college, shared post-secondary experiences,	All students	September 2014 through	Guidance Counselors, Teachers

differences in public and private schools and applications, as well as financial aid.		June 2015	
College Advisor lead workshops	All students	September 2014 through June 2015	College Advisor, DTCC, Guidance Counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

College Advisors, interns, DTCC Pencil Partnership

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
---	-----------------	---	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

By February 2014 each graduating senior will file at least 2 college applications per student, increase the number of students taking SAT's.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Through our *Designs for Learning* PLC, all LESP teachers work toward promoting the implementation of the CCLS and the instructional shifts. The PD Committee, the members of which also function as our PLC group facilitators, plays an important role in both the gathering and then disseminating of information regarding student achievement and professional development needs. The information that they provide informs the planning, implementation and delivery of the professional development that, in turn, informs our pedagogy. D4L is a weekly, teacher-led professional development experience (4 sessions per month/80 minutes each) in which groups of LESP teachers work collaboratively to deepen their understanding of the best instructional practices for working with our students. In D4L teachers address a menu of focus topics, designed to support our work with the *Common Core Learning Standards, Advance* (teacher evaluation system) and the *NYC Citywide Instructional Expectations*. The focus topics this year include:

- *Knowing Your Students/Data-Driven Decision Making*
- *Reading and Writing Across the Curriculum*
- *Student Engagement*
- *Study Skills/ESL in the Content Areas (and Vice Versa)*

In their D4L groups, teachers engage in protocol-based discussions of professional articles related to each focus topic. Teacher groups also use protocols to analyze authentic teaching artifacts and to examine student work. At the end of each cycle, teachers submit a teaching artifact that demonstrates how they have incorporated their understanding of the topic into their instructional practice.

The PD committee surveys the staff via needs assessment. From the data collected, the PD Committee, working in collaboration with colleagues, staff developers and administrators, creates a menu of professional learning that ensures that the expressed needs of the program, the staff and the students are met.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of the year, 100% of our teacher will contribute to resource materials and lesson plans that reflect their participation in our Professional Learning Community, *Designs for Learning*. These materials will be made available, as a resource, in the UFT Teacher Center. The UFT Teacher Center will ensure the use of this work.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of Trust			
D4L	Teachers	Weekly from September 2014 through June 2015	Professional Development Committee, Administrators
Lab Site visits	Teachers	Every six weeks after working with Generation Ready	Administrators, Generation Ready Staff Developer, Teacher
Coaching UFT Teaching Center, Professional reading groups	Teachers	As needed	Teachers
On-site staff development through Generation Ready	Teachers	Teachers either request staff development or identified by administrators.	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Consultants, Teacher Leaders, UFT Teacher Center Leader, PD committee, on-site staff development, Skedula cost, sending people to conferences, coverages when lab-site visit occurs, teacher-developed materials, keeping updated technology.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
---	----------	---	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

Teacher feedback, observations, teacher teams will hold themselves accountable, self/peer- evaluations

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Principal Polin is currently a Cahn Fellow and Mr. Anaya and Ms. Dong are “Allies” supporting her efforts and participating in high quality professional development offered through Teachers’ College. This program has encouraged our administrative team to be reflective on our leadership styles, understand adult learners and identify effective strategies for moving our staffs and having success with our students. We continue to receive the support of a leadership consultant who participates weekly as a member of our cabinet, providing feedback and reflection on providing feedback, identifying partnerships, securing funding, and the sharing of responsibility with the teachers and community as a whole. Our main goals are to develop and maintain trust between all stakeholders so that teachers are effective and student outcomes improve. We need to focus on rigor and student questioning as part of our Professional Development. This focus was identified through our Quality Review.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
100% of teachers will be engaged in our Professional Learning Community as measured by the lesson plans and resource materials collected by the Teacher Center. %5 of our teachers will either maintain their effective or highly effective rating and or increase their rating to a highly effective based on Danielson in areas 3B, 3C and 3D.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Teacher-directed PD, PD Committee, continued dialogue to address issues as they arise, UFT consultation counsel	Teachers	September 2014 through June 2015	Administrators
Quality Review results will identify focus areas for including Curriculum Development, Questioning and Common Core shifts.	Teachers and Students	September 2014 through	Administrators

		June 2015	

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Access to the most up to date strategies to be effective will be offered through our Designs for Learning Professional Community on a weekly basis, through our Chancellor’s Professional Development Day on February 2nd and through the TESOL and ASCD conferences offered this Spring and professional journals, turnkey, Cahn Fellows

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
---	----------	---	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2nd, 2015, Teacher Attendance at Professional Learning Community Program Designs for Learning will be at 90%. We expect there will be no grievances by February 2nd, 2015. We expect feedback from the PD committee during monthly meetings.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

<p>Skedula/Pupil Path</p> <p>Workshop for parent on technology and English</p> <p>Camp Mason</p> <p>Thanksgiving Dinner Celebration</p> <p>Talent show</p> <p>Lunar New Year Celebration</p> <p>Broadway shows</p> <p>Henry Street Settlement/Grand Street Settlement- arts, music dance and college counselor</p> <p>Health Corps</p> <p>Keeping Parent Coordinator</p> <p>Parent newsletters written in three languages</p> <p>Website: WWW.LESPNYC.COM</p> <p>We’ve had an increased number who participate in programs, SLT/PA meetings, more input on what they need for workshops, cultural, idiom, mortgage, choosing banks, anti-gambling, anti-smoking</p>

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Increased number of parents participating on Pupil Path by 5%, parent attendance to increase during our 2014-2015 Parent Association meetings by 2% over 2013-2014.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			

38. Activities that address the Capacity Framework element of Trust			
Parent Newsletter, ask parents for feedback, phone master, theatre, baseball, encourage parent and community involvement in school activities	Parents and Students	September 2014 through June 2015	Administrators, Teachers and Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Grants, Participants

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Attendance monitored at events SLT/PA meetings, parent turn-out, logging onto Pupil Path

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher	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 early May through June for Spring exams.
Mathematics	Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher	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 early May through June for Spring exams.
Science	Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher	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	Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher	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 early May through June for Spring exams. Lunch and after school tutoring.
At-risk services (e.g. provided by the	Sub-par skills, report card grades,	Behavioral and academic counseling	One to one instruction, small	Individual counseling and small group

<p><i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>anecdotal logs, teacher referrals, entrance exam, teacher</p>	<p>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.</p>	<p>group instruction, and peer tutoring. Class instruction during the day.</p>	<p>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.</p>
---	--	--	--	--

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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 program incorporates 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 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.

2b. 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).

Structure	Description	Participants
<p>Designs for Learning (D4L)</p>	<p>D4L is a weekly, teacher-led professional development experience (4 sessions per month/80 minutes each) in which groups of LESP teachers work collaboratively to deepen their understanding of the best instructional practices for working with our students. In D4L teachers address a menu of focus topics, designed to support our work with the <i>Common Core Learning Standards</i>, Advance (teacher evaluation system) and the <i>NYC Citywide Instructional Expectations</i>. The focus topics this year include:</p> <ul style="list-style-type: none"> • <i>Knowing Your Students/Data-Driven Decision Making</i> • <i>Reading and Writing Across the Curriculum</i> • <i>Student Engagement</i> • <i>Study Skills/ESL in the Content Areas (and Vice Versa)</i> <p>In their D4L groups, teachers engage in protocol-based discussions of professional articles related to each focus topic. Teacher groups also use protocols to analyze authentic teaching artifacts and to examine student work. At the end of each cycle, teachers submit a teaching artifact that demonstrates how they have incorporated their understanding of the topic into their instructional practice.</p> <p>The discussions, artifacts and student work that result from each D4L cycle directly inform the work of our PD Committee (see <i>Designs for Learning Facilitators / PD Committee</i> see below)</p>	<p>Administrators, Teacher Facilitators, All teaching staff, UFT Teacher Center Literacy Coach, Generation Ready Consultant</p>
<p>Designs for Learning Facilitators / PD Committee /</p>	<p>At LESP, teacher-facilitators for our D4L professional development group also serve as the school’s PD Committee. As stated above teacher D4L facilitators collect data from their colleagues’ discussions, from teacher artifacts and from student work to plan future professional development. By creating an organizational structure that integrates the planning and delivery of professional development, we have found that our professional development is more responsive to</p>	<p>Administrators, Teacher facilitators, UFT Teacher Center Literacy Coach</p>

	the expressed pedagogical needs of our teaching staff, and at the same time is more supportive of student achievement.		
<p>PD Days</p> <p>9/4& 9/5/13 11/4/13 6/4/14</p>	<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 Literacy Coach, Generation Ready Consultant	
<p>Book Study Groups</p>	<p>Our book study groups (one for teachers; one for guidance counselors) are an opportunity for educators to engage in professional discussions around a specific topic related to teaching and learning. Participants who commit to read and discuss a selected book are guided by the question “How will this book influence professional practice both at the classroom and school-wide level?”</p>	<p>Principal, Literacy Coach, Teachers</p> <p>Assistant Principal of Guidance, Guidance Counselors</p>	
<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 in a variety of settings, including 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>	Administrators, D4L Teacher Facilitators	
<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>	Administrators, Network Achievement Coach, UFT Literacy Coach, Generation Ready Consultant	

<p>Faculty Meetings</p>	<p>It has been our practice for the faculty to meet monthly 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 make explicit connections between external organizational expectations, school-wide professional development initiatives, and student achievement.</p> <p>The feedback we get from this practice suggests that it helps to foster a culture of professionalism and collaboration among 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 make explicit connections between these external organizational expectations, professional development 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 administrators and consultants to inform professional development regularly.</p> <p>For example, last year teachers identified teaching vocabulary in the content areas as an aspect of practice that they wished to improve. In response, our administrators have contracted with Virginia Rojas, from ASCD, to provide professional development in this area.</p> <p>Additionally, last year we began to use a school-wide data collection program called <i>Skedula</i>. Staff that use this program have requested and receive on-going training and</p>	<p>Administrators, Teaching Staff, Guidance Counselors</p>	

	development regarding how this tool might best be used to communicate between staff, with students, with families and ultimately to improve student outcomes.		
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 a 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 assists in the planning as well as the presentation of 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	
Generation Ready Consultant	<p>Our professional development team includes a Generation Ready consultant who assists us to support the implementation of the <i>Citywide Instructional Expectations</i> across each department and the Citywide Instructional Expectations throughout 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 Gen Ready implements a classroom inter-visitation <i>Lab Site</i> learning experience with target teachers as identified by the principal.</p>	Generation Ready Consultant, all Teaching Staff, Lead Teachers, teachers identified by the Principal, teachers who attend Lab Site visits	

Conflict Resolution Trainer	Our professional team includes a Conflict Resolution Trainer from the Office of Safety and Youth Development. This trainer informs our team’s work with all school staff in the creation of a school environment which supports social, emotional and academic competence of all students.	Conflict Resolution Trainer, Administrators, All staff	
Network Achievement Coach	Our professional team includes our Network Achievement Coach who helps us implement the <i>Citywide Instructional Expectations</i> , particularly as they relate to student testing and data.	Network Achievement Coach, administrators, Generation Ready Consultant , UFT Literacy Coach	
DOE Talent Coach	Our administrators receive professional training from a DOE Talent Coach to support the implementation of the ADVANCE teacher evaluation system, including use of a rubric of teacher practice to accurately assess teacher practice, giving teachers useful feedback on their work, time management, and use of data to inform talent decision-making.	Talent Coach, Administrators	

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Midterms, finals, formative assessments, teacher-designed tasks, item analysis of regents exams, teacher inspection of student work, teacher facilitate 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	333,828	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	56,440	X	
Tax Levy (FSF)	Local	3,917,355	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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.

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 a Chemistry 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:

November 5 and 7th 2014 and March 28,29, 2015

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:

1. Available through email on Pupil path.
2. Available translators to contact parents on teacher's behalf.
3. Parents have access to contact translators to reach out to students.

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.
6. Volunteering in my child's classroom;
7. Participating, as appropriate, in decisions relating to my children's education;
8. Participating in school activities on a regular basis;
9. 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;
10. Reading together with my child every day;
11. Providing my child with a library card;
12. Communicating positive values and character traits, such as respect, hard work and responsibility;
13. Respecting the cultural differences of others;
14. Helping my child accept consequences for negative behavior;
15. Being aware of and following the rules and regulations of the school and district;
16. Supporting the school's discipline policy;
17. Express high expectation and offer praise and encouragement for achievement.)
18. Follow my child's progress through Pupil path

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

- **This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Parent Coordinator, Cheechee Kung, on November 5, 2014.**
- **This Parent Involvement Policy was updated on October 24, 2014.**
- **The final version of this document will be distributed to the school community on December 9, 2014 and will be available on file in the Parent Coordinator's office...**

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.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>											12	13	3	28
Dual Language <small>(50%:50%)</small>														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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	390	35	0	31	14	0	4	1	1	425
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	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									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											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	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
Intermediate(I)											35	77	24	136
Advanced (A)											25	22	32	79
Total	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/	B											94	110	4

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 [AMAQ 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 cirritical 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 regulalry 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 heterogenous 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.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	Chinese, 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

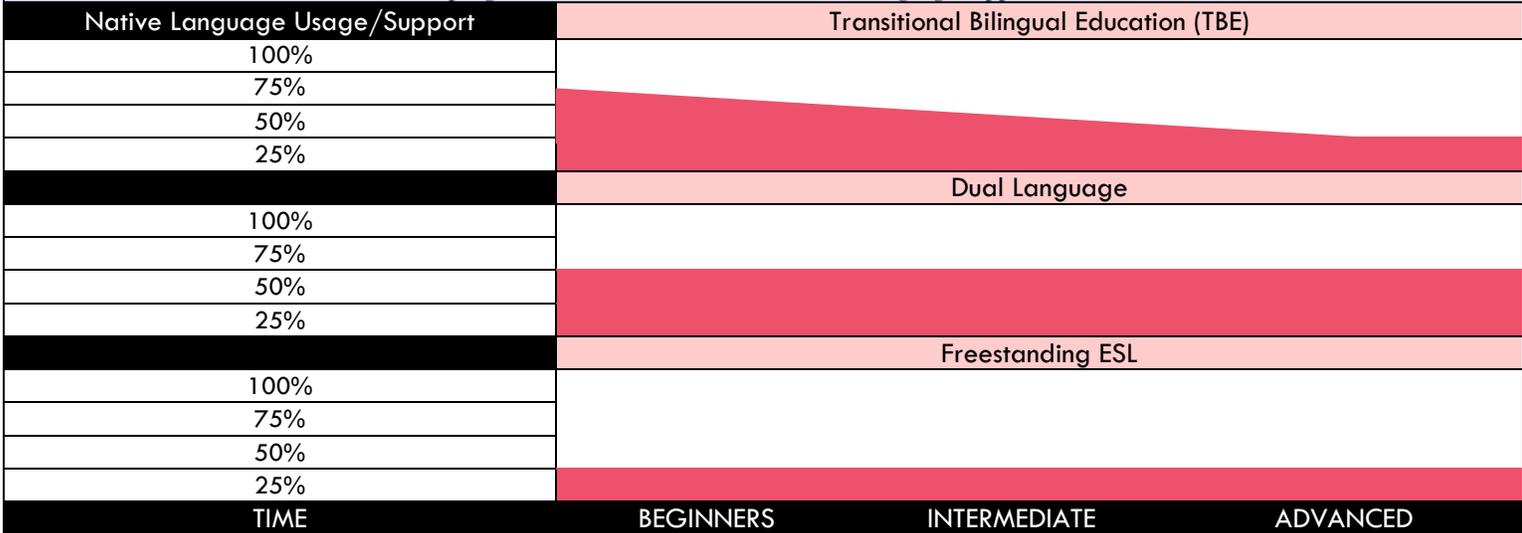
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



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 SLOP 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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 email your 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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Lower East Side Prep HS</u>	DBN: <u>01M515</u>
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 200
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

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 7

of certified ESL/Bilingual teachers: 5

of content area teachers: 2

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: Over 200 students ranging from grades 10-12 participate in our afterschool program. These students lack credit, are over-age, and are in need of extra time to practice English and learn specific content to graduate. The program starts at 2:25pm and ends at 3:55pm, Monday through Friday. All afterschool classes meet twice a week for a total of 3 hours. Classes began September 15, 2014 and will run through June 12, 2015.

The teachers (licenses)- courses taught are as follows: Heather Scott (ESL)- Walking and Talking NYC, Mi Yang (Bilingual Chinese Social Studies)- Global Studies, Weimin Peng (ESL)- SAT for ELLs, Richard Ciriello (ESL)- ELL Enrichment, Marta Ralston (ESL, Bilingual Spanish)- Instrumental Music, Chee Jiang Yee (Bilingual Chinese Math)- Math/Science Tutoring, Salena Feit (ESL)- English/ESL/Social Studies Tutoring.

In each class students will work with texts selected based on their lexile levels. Through guided interaction with carefully selected texts, students will examine the various techniques that writers use to convey ideas within content-specific documents and informational texts. The learning activities in this course will include, but not be limited to, group discussion and rigorous reading and writing assignments. Students in this course will also address those academic and personal behaviors required for long-term self- management and success with academically demanding tasks.

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: The Professional Development Plan at LESP has been designed to reflect "rigorous and responsive learning experiences for students and educators" as defined by both the NYC Department of Education's 2014-2015 Citywide Instructional Expectations and the Department of Education's 2014-2015 Quality Review Rubric on which those instructional expectations were based.

Part C: Professional Development

The goal of professional development at LESP is to provide both teachers and administrators with a variety of opportunities and contexts in which to practice, reflect on, and refine ideas about the pedagogical beliefs and practices that result in increased academic achievement for the students at our school. As was stated above, given the unique demographic of our student population our professional development focus necessarily seeks to address the academic literacy skills that are considered best teaching practices for ELLs and the academic and the support of academic and personal behaviors that are often reserved for students identified as having had interrupted education.

The collaborative professional learning community that is involved in offering the Extended Day Program classes proposed will meet as needed to review practices, discuss student work and plan. In addition, the professional learning community members will participate in a variety of school-wide professional learning activities that support and extend our entire staff's work with SIFE/ELLs.

In general, professional learning at LESP takes place in some of the following ways:

Designs for Learning- DFL is a weekly, teacher-led professional learning experience (4 sessions per month/80 minutes each) in which all LESP teachers work collaboratively in groups to deepen their understanding of the best instructional practices for working with our students. In DFL, teachers address a menu of focus topics, designed to support our work with ELLs and SIFE, particularly as it relates to the Common Core Learning Standards, Advance (teacher evaluation system) and the NYC Citywide Instructional Expectations. The focus topics this year include:

- Knowing Your Students/Data-Driven Decision Making
(September and February)
- Reading and Writing Across the Curriculum
(October and March/April)
- Student Engagement
(November/December and April/May)
- Study Skills/ESL in the Content Areas (and Vice Versa)
(December/January and May/June)

These workshops meet every Wednesday from 2:25PM to 3:50 PM.

DFL groups are led by trained teacher-facilitators. In DFL groups, teachers engage in protocol-based discussions of professional articles related to each focus topic. Teacher groups also use protocols to analyze authentic teaching artifacts and to examine student work. At the end of each cycle, teachers produce a teaching artifact that demonstrates how they have incorporated their understanding of the topic into their instructional practice.

The discussions, artifacts and student work that result from each DFL cycle directly inform the work of

Part C: Professional Development

our PD Committee which includes administrators, SIFE grant activity teachers and our Literacy Coach (see Designs for Learning Facilitators / PD Committee see below.)

Professional Development Committee / Designs for Learning Facilitators- At LESP, teacher-facilitators for our DFL professional learning group also serve as the school's PD Committee. As stated above teacher DFL facilitators collect data from their colleagues' discussions, from teacher artifacts and from student work. The PD Committee also periodically creates and administers staff surveys to plan future professional development. Results of these surveys are shared with the faculty and administration, and the information is used to plan professional learning activities on Staff Development Days. This November, teachers have requested professional development that addresses the topics of scaffolding and questioning / discussion strategies for beginner ELLs and pre-literate students.

We have found that by creating an organizational structure that integrates the planning and delivery of professional learning, our professional learning is more responsive to the expressed pedagogical needs of our teaching staff, and at the same time is more supportive of student achievement, especially for struggling students.

Generation Ready Staff Developer- Our professional development team includes a Generation Ready consultant who assists us to support the implementation of the Citywide Instructional Expectations across each department and the Citywide Instructional Expectations throughout the school. This consultant also supports the training of the eight lead teachers, some of whom are grant teachers, to meet their individual needs as professional development providers in training. Finally our Gen Ready consultant implements a classroom inter-visitation Lab Site learning experience with teachers identified by our administrators. Much of the work of our Gen Ready consultant is focused on assisting teachers in raising the academic achievement of our ELL/SIFE population.

Education Consultants – Based on feedback data generated from PD Committee surveys, our administrators have also contracted with outside educational consultants.

Virginia P. Rojas is a Language Education Consultant from the Association of Supervision and Curriculum Development (ASCD). We are currently working with her and her "Changing the Way We View, Instruct and Assess English Learners" program. This program will address a need that our content area teachers have expressed regarding the need for professional learning around the topic of academic vocabulary acquisition for ELL students.

We have also established a working relationship with ScholarCentric and their "Incorporating Resiliency Factors into Instructional Decision Making" program. The goal of this relationship is to improve student achievement, especially for our SIFE population, by embedding resiliency instruction into our teaching

Part D: Parental Engagement Activities

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 Parental 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.

In terms of Parental Support, 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. 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.

Part E: Budget

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

Allocation Amount: \$56440

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$56440

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