

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**01M450**

**School Name:**

**EAST SIDE COMMUNITY SCHOOL**

**Principal:**

**MARK FEDERMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: EAST SIDE COMMUNITY HIGH SCHOOL School Number (DBN): 01M450  
Grades Served: 6-12<sup>TH</sup> GRADE  
School Address: 420 E 12<sup>TH</sup> STREET, NEW YORK, NY 10009  
Phone Number: 212-460-8467 Fax: 212-260-9657  
School Contact Person: CARLA GONZALEZ Email Address: [carlag@eschs.org](mailto:carlag@eschs.org)  
Principal: MARK FEDERMAN  
UFT Chapter Leader: MOHAMMED AMINYAR  
Parents' Association President: CAROLYN LUGO  
SLT Chairperson: GISELLE GEORGE  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): LAETITTIA MINIER  
Student Representative(s): LONNIE HANCOCK  
KELSEY ERSTEIN

**District Information**

Kathy Rehfield-Pelles

District: 01 Superintendent: \_\_\_\_\_  
335 Adams Street, Room 508, Brooklyn, NY 11201  
Superintendent's Office Address: \_\_\_\_\_  
[KPelles@schools.nyc.gov](mailto:KPelles@schools.nyc.gov)  
Superintendent's Email Address: \_\_\_\_\_  
718-923-5181  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

Alexandra Anormaliza

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
131 Livingston Street, Brooklyn, NY 11201  
Director's Office Address: \_\_\_\_\_

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[AAnorma@schools.nyc.gov](mailto:AAnorma@schools.nyc.gov)

Director's Email Address:

Phone Number: 718-935-5618

Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
MARK FEDERMAN	*Principal or Designee	
MOHAMMED AMINYAR	*UFT Chapter Leader or Designee	
CAROLYN LUGO	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
LAETITIA MINIER	Title I Parent Representative (or Parent Advisory Council Chairperson)	
LONNIE HANCOCK	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
KELSEY ERSTEIN	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MONIQUE FLORES	CBO Representative, if applicable/	
YASNERY WOODARD	Member/ TEACHER	
AMBER JOSEPH	Member/ TEACHER	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JOSEPH VINCENTE	Member/ TEACHER	
MARIA CASIANO	Member/ PARENT	
KELLY SMITH	Member/ PARENT	
GARY SHAW	Member/ PARENT	
SOHAILA ABDULALI	Member/ PARENT	
MARIJKE ROBERTSON	Member/ PARENT	
EDWIN RIOS	Member/ PARENT	
MARTHA KESSLER	Member/ PARENT	
TOM MULLEN	Member/ ASSISTANT PRINCIPAL	
CARLA GONZALEZ	Member/ ASSISTANT PRINCIPAL	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

East Side's Common Core Understandings and Practices, that support the literacy shift, are that every classroom is a Common Core classroom. The teaching and practice of close reading and non-fiction writing, speaking & debating, and struggling and thinking is done across the curriculum and every teacher is responsible for and benefits from this work.

All teachers commit to making sure students do a close reading of complex/grade level text weekly, write Claim Evidence Reasoning (CERs) or equivalent (high-ratio/non-scaffolded) non-fiction writing a minimum of 1 x a week, discuss and debate using text-based evidence and Habits of Mind on a very regular basis, think & struggle every day (Ratio -the students must be doing the work)make time for Newsela in their classroom/curriculum.

The curriculum aims to promote student independence and agency by evaluating their own writing development across the year. It also exposes students to apprentice their writing from exemplar texts that model sophisticated, grade-level writing in argumentative, narrative, and expository writing. We are using this work to revise the middle school ELA portfolio. Each English team has an English-focused learning specialist who helps students with disabilities, ELLs and other struggling students gain access to the curriculum and find success meeting the standards. They are part of the planning team and provide team teaching, small group, push-in, enrichment and skills classes, and an array of other support services. One of the best ways that our English students access the curriculum and find success and engagement in English class and build confidence as readers of complex texts and develop as strong writers using text-based evidence is through our independent reading program. The heart of the school's literacy curriculum is independent reading. In the grades 6-10 block-scheduled English classes, students participate in 30 minutes of independent reading every day. In the 11th and 12th grades single-period English classes, students read for about 60 minutes in class each week. Students are expected to read approximately 40 books each year (about 25 in 11th and 12th) and the English team has developed consistent routines and rituals to support student choice, enjoyment, and plans to complete a range of appealing and complex texts. Over the years students have attributed this program to having the most significant impact on their development as readers. The independent reading program is bolstered by the full-time librarian & school library that has a robust collection along with the Principal's support. In particular, he maintains a library in his office and hosts book clubs open to any student across the school. By providing students with the choice, time and space to read we have been able to turn most students on to reading, creating a very positive relationship with books and reading that we have leveraged to help students enter and climb the staircase of text complexity.

The release of the Common Core Instructional Shifts in Mathematics validated and reinforced the work our Mathematics Vertical Team has been rigorously engaged in over the past ten years. Throughout this time, Application has always been at the heart of our project-based curriculum. Almost every unit of study culminates in a rigorous project through which our students creatively apply mathematics concepts in a meaningful context. In addition to these unit projects (which we call exhibitions), we also assess understanding through unit tests and final exams at the end of each semester. This extensive combination of assessments demonstrates our commitment to the Dual Intensity shift. We believe in the importance of extended applications, while recognizing that they are not a replacement for on-demand tasks that assess specific mathematical concepts and Fluency. Our teachers are committed to devoting the time needed to implement

this thorough combination of assessments. This underscores our belief in a Focused curriculum that values depth over breadth.

For the past two years, the main focus of the work of the Math Vertical Team has centered around promoting Deep Understanding . We are constantly challenging ourselves to “break open lessons” by refraining from asking leading questions and removing just the right amount of scaffolding to ensure that our students need to think deeply and critically to complete the tasks we present. We believe that students learn best when they are engaged in a productive struggle to solve non-routine problems and construct meaning.

Our talented team of middle and high school mathematics teachers are engaged in a continuous dialogue focused curriculum and pedagogy. This allows us to develop and implement a Coherent 6th through 12th grade curriculum. We know that deep and flexible understanding of mathematics develops over time. This necessitates the spiralling of content throughout each year and subsequent years. We also believe that although many of our students have gaps in their understanding, this must not prevent us from continually exposing our students to new and interesting concepts. Our math teachers like to say that we help our students “fill potholes as they pave new roads”.

Our students with learning disabilities are provided with extensive support to help them understand mathematics. We have learning specialists who focus on mathematics instruction and do so in no more than two grades. These specialists co-plan with teachers and co-teach lessons to ensure that our students with learning disabilities are engaged in a differentiated curriculum that meets their needs and that they receive individualized attention. Our math learning specialists also teach small enrichment classes to students who need it. During these enrichment classes, the specialists pre-teach concepts, help students solidify understandings, and provide small group instruction focused on identified learning gaps.

In addition to working with the CCLS standards, the science revised the Science Portfolio Matrix to align with the Next Generation Science Standards. In particular the inquiry vs. engineering practices were more clearly defined. Experimental design, analyzing results, and sources of error were combined into the Inquiry matrix box. The previous “Technology” box was enhanced to include Engineering. Both of these alignments have lead to shifts in how teachers design labs and exhibitions that both build into the PBAT skills or fulfill portfolio requirements.

Learning Specialists meet both within their content area vertical teams and with each other as Learning Specialists in their own vertical team. The purpose of this is to ensure that Learning Specialists are able to give full input in curriculum creation and delivery. This is critical in order to guide the refinement of academic tasks for all students to be able to access the CCLS. Teachers took part in Inclusive Classrooms trainings through TC which aided in the understanding of differentiation not as lessening rigor but as allowing various entry points for different types of learners.

Our focused enrichment literacy, math, science classes greatly help to deepen understanding, provide individualized support, and build skills that allow students to access higher level thinking tasks while our Wilson, Rewards and basic reading skills classes help our most struggling readers in building fluency and comprehension skills. Our math enrichment classes focus on re-teaching material taught in their core math class in order for students to be able to learn the content in a more individualized manner, while building on the fundamentals of CCLS in mathematics.

Our school’s focus on project based learning and Power Goal commitment to being a an inclusive school means that we continually challenge ourselves to make sure that academic tasks and curriculum are accessible and relevant to all students in the community.

## Roundtables

At East Side, our strong focus on ratio expects students to practice high levels of thinking and participation. Rigorous dialogue focused on interesting and complex ideas is crucial in every class. We believe that it is critical not only to practice this, but also to to assess our students in these authentic contexts. Our students do this formally through our roundtable presentations. At the end of each semester, our students engage in rountable presentations for every core subject. Students present to an East Side teacher they currently don't have and often an outside educator guest (we have hundreds come to roundtables each year). This process challenges students to demonstrate a deep and flexible understanding of the material. It also forces students to own their learning and provides the opportunity to reflect upon their learning process.

## Portfolios

As mentioned earlier, in all four of our content areas, East Side students are expected to complete graduation portfolios whose matrices have been aligned to the CCLS and appropriate content learning standards. The matrices, content and acceptable standard of work is all determined collaboratively by vertical teams. These portfolios demonstrate achievement and growth over time by representing work from throughout the students' middle or high school careers.

Roundtables (see description above)

## Performance-Based Assessment Tasks (PBATs)

Being a member of the New York Performance Standards Consortium, East Side students complete PBATs as a

replacement for the Regents Exams (other than the ELA). For history, students write a 10-20 page research paper and present and defend their thesis. For science, students design and conduct an original experiment and present their findings. For math, students complete and present an extensive project applying mathematics. For all subjects, the committee is comprised of multiple educators (oftentimes college professors or teachers from other schools).

The history, science and math vertical teams each collaborate to build a cohesive curriculum building toward the PBAT. Teachers within each vertical team evaluate the PBATs together and discuss gaps in students performance. Adjustments in the curriculum are continually made to address deficiencies and build upon strengths.

## Moderation Studies

Each year, East Side teachers share samples of their PBATs with the Consortium. Through the moderation studies, groups of teachers from a variety of Consortium schools get together and evaluate PBATs and discuss their evaluations. This process gives us great insight into how our students compare to those of other schools and pushes us all toward greater inter-rater reliability.

When our principal first introduced our staff to the Framework for Great Schools they thought it was something we created to highlight the work we do because it is so in accordance to and in the spirit of all we do and value. Every aspect of the Framework for Great Schools truly feels like it is customized to fit our school. The data from our most recent Learning Environment Survey captures this:

Chancellor

## How do your school's responses in the following categories compare to Middle / High Schools?

	% Positive Responses	Citywide % Positive Response for Middle / High Schools
Rigorous Instruction	92%	86%
Supportive Environment	92%	83%
Collaborative Teachers	95%	87%
Effective School Leadership	96%	82%
Strong Family-Community Ties	88%	77%
Trust	95%	89%

However, it still does not fully capture the many amazing things that are put in place.

- Our roundtables, portfolios, PBATs and thoughtful curriculum ensure rigorous instruction.
- The advisory system, small classes, extensive counseling services, extra curricular activities and partnerships too numerous to name create an extremely supportive environment. We were highlighted in a 20 page article titled Learning by Heart: Six American High Schools Where Social and Emotional Learning Are Core by Kathleen Cushman  
[http://www.eschs.org/www/ud00/d/d274d19decbb4fe1ab3546c4c450bd56/Personal\\_Documents/WKCD%205-4-14.pdf](http://www.eschs.org/www/ud00/d/d274d19decbb4fe1ab3546c4c450bd56/Personal_Documents/WKCD%205-4-14.pdf)
- Our common planning time, professional learning groups, extended staff development, teacher teams, UbD days and various systems that not just expect, but create space and time for collaboration make this a school teachers seek out to work at for our collaborative teaching
- Our principal, who has been at our school for 15 years as the principal and 22 years in total, along with our two assistant principals, who have been at the school for 27 years combined, partnered with the strong leadership of our teachers and staff provides and inspires extremely effective leadership
- Our advisory system, incredible parent coordinator, extremely high expectations for family support and involvement, and our various community partners create and secure strong family and community ties
- Evidence of student progress toward objective

## 01M450 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	668	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	17	# Music	11	# Drama
# Foreign Language	9	# Dance	3	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.4%	% Attendance Rate		93.2%
% Free Lunch	64.9%	% Reduced Lunch		10.0%
% Limited English Proficient	1.9%	% Students with Disabilities		29.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		22.5%
% Hispanic or Latino	57.2%	% Asian or Native Hawaiian/Pacific Islander		9.9%
% White	9.4%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	13.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		5
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)		1.72
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.5%	Mathematics Performance at levels 3 & 4		33.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		80.0%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	59.8%	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	88.0%	% of 2nd year students who earned 10+ credits		89.4%
% of 3rd year students who earned 10+ credits	86.4%	4 Year Graduation Rate		82.4%
6 Year Graduation Rate	81.6%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
  - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- 27.69% of our 130 ICT students ended up on Red Flag (GPA below 70%) as of June 2015
  - 21.18% out of our total population of 694 students in 6-12<sup>th</sup> grade, for the 2015-2016 school year, are classified as ICT on their IEP. Although we did improve data wise with regards to the % of students with IEPs on Red Flag, we know this is still a critical area that we need to continue to focus on in order to ensure that our lowest performing students and students with the most need academically are well supported.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

75% of students with disabilities will be on General Standing or above and less than 10% will be on Red Flag status as measured by our academic flag status (specified below) by June of 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Each student with an IEP will continue to be strategically placed in the appropriate classes with the appropriate supports. A google doc with placements and services will be used to continue to monitor services. These services include, but are not limited to:</p> <ul style="list-style-type: none"> <li>♣ ICT classes</li> <li>♣ Skills classes</li> <li>♣ Tutoring</li> <li>♣ Morning study groups led by teachers</li> <li>♣ Mandatory HW Help led by teachers</li> <li>♣ Enrichment / Study hall periods</li> <li>♣ Related services</li> </ul> <p>1) Strategically placing students using data and feedback from staff from the previous school year starting in mid-June 2015 and re-evaluated throughout the school year until mid-June 2016</p> <p>Teachers will receive teacher development by the SpEd Coordinator / Assistant Principal</p>	<p>Students with IEPs</p>	<p>Strategically placing students using data and feedback from staff from the previous school year starting in mid-June 2015 and re-evaluated throughout the school year until mid-June 2016</p> <p>6 times a year Progress Reports / Report Cards will be provided to families. Dates for 2015-2016: Nov. 9-10, Dec. 10-11, Feb.4-5, Mar. 23, May 12, and June 24</p> <p>o Struggling students will meet with teachers 5 times a year to check in on student support plans and create action plans. This is in addition to their annual or triennial IEP mtgs.</p> <p>Teachers will have Data Days 6 times a year to</p>	<p>SpEd Coordinator / Assistant Principal will oversee the appropriate placement of students and ensure that all students are receiving mandated services as well as supplemental support services with the support of our 6-12<sup>th</sup> gr Special Education teachers and school psychologist.</p> <p>Our Reading Specialist provides instruction for our lowest performing readers.</p> <p>Our Literacy Coach and English teachers alongside our English Special Education teachers will oversee and participate in the leveling of all students.</p> <p>School leaders and advisors will consistently communicate with families and students using pupilpath as one of our tools for constantly updating student's academic progress.</p>

<p>in the inclusive classrooms in order to accomplish this goal alongside any PD and support offered through the DOE</p> <p>A google online document was created with the IEP goals of each student as well as their disabilities and their strengths. Every 6 weeks we will visit the goals and track the progress of IEP students and create plans of action to further support their growth. A Reading Specialist has been hired to serve the school's lowest performing readers through literacy skills teaching programs such as: Wilson and Rewards.</p> <p>a. 6 times a year students will receive an academic achievement status: High Honors, Honors, General standing; Orange Flag ; and Red Flag. Our target to evaluate progress will be evident in our goal of reducing the percentage of students on Red and Orange flag status and thus increasing the percentage of students on General Standing and Honors.</p> <p>b. Our reading assessments: TC leveling and periodic assessments will demonstrate at least one reading level of growth each semester.</p> <p>c. PupilPath online grading system will allow students, advisors, teachers, families, counselors and school leaders to track progress of all students</p>		<p>evaluate the data gathered from the progress reports and from the IEP Goals googledoc in order to track progress.</p>	
<p>Teachers will receive teacher development in the inclusive classrooms in order to accomplish this goal.</p> <p>We will continue to offer P.D. and training during bi-monthly vertical meetings with the Special Education team and monthly PD with full staff devoted to helping teachers strengthen strategies, modifications, interventions, and accommodations in classrooms. We devote concentrated planning time, conduct observations and provide feedback with Gen Ed / Sp Ed teachers to increase our work in this endeavor.</p>	<p>Teachers of students with IEPs</p>	<p>Bi-monthly vertical meetings with SpEd teachers and monthly P.D. with all teachers from Sept 2015– June 2016</p> <p>1) PD around inclusive classroom practices will be supported by the following programs and practices</p> <p>a. Every Friday we dismiss students at 1:15pm for 2 hours of Professional Development. (Mon –</p>	<p>The SpEd Coordinator / Assistant Principal will conduct observations and co-teaching partnership agreement meetings as well as planning meetings to support and lead this work.</p> <p>Our partnership with the Teacher's College Inclusive Classrooms Project and DOE Professional Development opportunities aide in our growth in further developing our knowledge and resources to better meet the needs of students with IEPs.</p>

		<p>Thurs we have an extended day schedule).</p> <p>b. All teachers attend regular outside professional development through various professional organizations</p> <p>c. There is an A.P. designated as the Learning Specialist supervisor</p> <p>d. Principal and two A.P.'s are in charge of instruction along with other subject specific coaches (i.e. teacher leaders / mentors), who work to provide regular feedback for teachers and help with planning.</p> <p>e. Professional Development will focus supporting students with IEPs and specifically focusing on maximizing support and effectiveness in ICT classrooms</p> <p>i. Staff developer provides bi-monthly support and leads PD work with all of our staff on inclusive classrooms.</p> <p>Per session and UbD planning days will be used to support differentiation</p>	

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Bi-monthly vertical meetings with SpEd teachers and monthly P.D. with all teachers from Sept 2015– June 2016

1) PD around inclusive classroom practices will be supported by the following programs and practices

- a. Every Friday we dismiss students at 1:15pm for 2 hours of Professional Development. (Mon – Thurs we have an extended day schedule).
- b. All teachers attend regular outside professional development through various professional organizations
- c. There is an A.P. designated as the Learning Specialist supervisor
- d. Principal and two A.P.’s are in charge of instruction along with other subject specific coaches (i.e. teacher leaders / mentors), who work to provide regular feedback for teachers and help with planning.
- e. Professional Development will focus supporting students with IEPs and specifically focusing on maximizing support and effectiveness in ICT classrooms
- i. Staff developer provides bi-monthly support and leads PD work with all of our staff on inclusive classrooms.

Per session and UbD planning days will be used to support differentiation.

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

At the end of the first semester during our Data Day on January 29, 2016 we will analyze our growth and create action plans for further growth in order to better support individual students and groups of students. We will also further tailor our P.D. and the instructional coaching of our teachers in order to ensure that our students receive the highest level of support.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
  - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- In the School Survey teachers indicated getting support. However, a disproportionate amount stated that they did not get enough support in terms of instruction in their classrooms.
- This is a DOE mandate and we are bringing it to the forefront of our goals.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

All teachers will develop their instructional practice through increased professional development and support as measured by the successful completion of a Teacher Development Portfolio and improved end of year rating by June 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>All teachers will be provided with a designated administrator as an evaluator and a coach or support person who will provide feedback and support around the teacher’s goals and needs. The level of intensity and regularity will depend on the need of the teacher. In addition to informal/formal observations, all teachers will complete a comprehensive portfolio which includes the following practices that support teacher growth and development.</p> <ul style="list-style-type: none"> <li>• 3-6 supervisor observations using Danielson and East Side 10 Rubric</li> <li>• UbDs completed and uploaded for all units</li> <li>• 1 School visit made to other school</li> <li>• 3 lesson self-observations</li> <li>• Participation in Professional Learning Group</li> <li>• Participation in monthly Literacy Team Meetings</li> <li>• 4 Peer Observations</li> <li>• 4 times observed by peers</li> </ul>	<p>All peadagouges.</p>	<p>Timeline for teacher support and evaluations</p> <ol style="list-style-type: none"> <li>Beginning of the year initial conference (before October 30 2015)</li> <li>4 observations plus further check-ins (starting towards the end of October 2015 until the first week of June 2016)</li> <li>Final evaluation rating and feedback in the planning for the coming year (end of June 2016)</li> </ol>	<p>All teachers will be provided with one main school leader who will be the primary support and Danielson evaluator Teachers, administrators, coaches will be assigned to each teacher to provide feedback and support progress in instruction.</p>

<ul style="list-style-type: none"> <li>• 2 sets of student surveys</li> <li>• 2 semester self-evaluations (Instructional Practices that Support Efficacy)</li> <li>• 2 reflections (end of first semester and end of year)</li> <li>• Roundtable feedback</li> <li>• Attendance in Friday PD sessions</li> <li>• Additional professional development</li> <li>• Extra participation in and contribution to the community</li> </ul> <p>By the end of October all teachers will have received an Initial Planning Conference where teachers will choose the format that they want to be evaluated by. Teachers will set goals and meet with their Coaches to review these goals. 3 to 6 mandated observations will take place for each teacher along with pre and post observations meetings, for those that have selected to do so. However, all teachers will receive further informal visits / check-ins to support further progress.</p> <p>a. Observation notes and feedback will be documented in the Observation 2015-2016 Teacher Development Portfolios googledoc for each individual teacher. The teacher is able to self-evaluate on a separate observation form as well.</p> <p>b. Teachers will review their written-up observations and meet with a school leader to evaluate future steps for progress.</p> <p>Teachers will get an end of the year rating: ineffective, developing, effective, highly effective.</p>			
<p>In addition to a coach, all teachers will choose a minimum of one of the</p>	<p>All pedagogues</p>	<p>Timeline for Professional Learning Groups</p>	<p>Professional development time is provided for teachers to select their groups, teachers are then assigned to their final groups and</p>

<p>following Individual Professional Development Plans (IPDPs):</p> <p>a. All teachers will either choose or be assigned to a <b>pair or triad support partnership/team</b>. In these cases the teachers will work together to support one another around their goals, look at student work and data, examine UbDs, plan, provide feedback, observe &amp; visit, share &amp; model best practices, look at videos and/or do instructional rounds together</p> <p>b. Choose or be assigned a <b>mentor teacher</b>, who will support the teacher with planning, instructional feedback, goals, examine videos, do instructional rounds together, look at student work and data, examine UbDs and/or modeling best practices Choose or be assigned a <b>video study group</b>. Teachers will support one another around goals and best practices through the medium of watching videos of one another’s practices.</p> <p>c. Choose or be assigned a more customized version or hybrid of the above ideas</p> <p>Teachers will document their Professional Learning Group plans / strategies in evaluating and supporting each other on the PLG googledoc. Teachers will record findings and share in the bi-monthly PLG meetings. Teachers will use findings to update or re-visit goals and make action plans for growth and for requesting support in various areas of need. School leaders will be shared in these findings and observations, especially when the need for further PD / support is needed.</p>		<p>a. Professional Learning Groups are chosen ( August 2015)</p> <p>b. Groups are assigned (September 2015)</p> <p>c. Teachers begin meeting formally bi-monthly and informally more frequently throughout the year (September 2015 – May 2016)</p> <p>d. Reflection / feedback final meeting (end of May 2016)</p>	<p>designated meetings are set up for teachers to evaluate and meet with each other to fulfill their Professional Learning plans. Subs and coverages will be made and paid to allow teachers to observe and visit other classrooms, other teachers and schools.</p>
<p>Bi-monthly or monthly staff meetings dedicated to feedback, observation reflections, reflecting on goals, watching videos of teaching, etc.</p> <p>Observation / feedback notes will be used at the Friday and city-wide PD meeting times for teachers to use in</p>	<p>All pedagogues</p>	<p>Timeline for staff meetings taking place weekly:</p> <p>2015: Sept. 1-3, 8, 11, 18; Oct. 2, 9,16, 23, 30; Nov. 6, 13, 20; Dec. 4 and 18</p>	<p>School Leaders and coaches / teacher-mentors will be presenting and facilitating at Friday PD meetings along with their Professional Learning Groups.</p>

reflecting, strategic planning, and in receiving further support from a school leader, teacher-mentor, PLG partner. Coaches will document feedback and next steps.		2016: Jan. 8, 15, 22, 29; Feb. 1, 2, 12, 26; Mar. 4, 11, 18, 27; Apr. 1, 8, 15, 22; May 6, 13, 27; June 3, 10, 17, 24, 27-28	
Teachers will continue to get formal feedback from students through a googledoc survey at the end of each semester and one formal DOE student survey.  Student survey questions each have an evaluative rating along with narrative feedback that provide the teacher with very detailed and informative feedback for further growth and reflection.	All pedagogues	End of the semester / year conference to discuss pedagogue's reflection and progress over the semester/year; examine and discuss findings in data and student surveys while looking at Danielson rubric and findings (1/29/16 & 1/17/16 HS / 1/27/15 <sup>th</sup> MS).	A student survey template will be provided to teachers and the Principal will walk each teacher through the process of editing the survey to better reflect their teaching content and format. Friday PD time will be allotted for this work to be finalized. Teachers will review student feedback and share with their school leader/mentor. This will aid in the setting of goals for the coming semester/year.

#### Part 4 – Budget and Resource Alignment

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
1. Teachers will be assigned a school leader or support person for pedagogical growth. Funding will be used to pay for substitutes in order for teachers to take a minimum of 4 planning days. Teachers will also be able to go to outside PD days and sub coverage will be provided for those days as well. Teacher-mentors will also be provided with period coverage in order to conduct classroom observations and goal setting / check-in meetings.										
2. Teachers will be provided with period coverage in order to visit each other's classrooms. PD time will be set aside for teachers to meet, provide feedback, and plan.										
3. Friday PD and city-wide meetings are already scheduled within the school schedule / calendar and do not require sub coverage. However, outside PD coaches will be contracted and funding for this will be set aside when PD coach requires payment.										
Teachers are provided with time during PD days in order to create and review student surveys and student feedback.										
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
	<b>Tax Levy</b>	X	<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

#### Part 5 – Progress Monitoring

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
January 29, 2016 will be our mid-point benchmark to evaluate progress towards meeting our goal of developing teacher practice by increasing professional development and support as measured by teacher performance trends on the Danielson rubric.
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to increase college and career readiness through a complete and organic implementation and integration of the Common Core Standards across the school that results in a 10% increase in ELA scores in the June 2016 state tests and the completion of a standards based portfolio for graduation.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The teaching and practice of close reading &amp; non-fiction writing; speaking &amp; debating; and struggling &amp; thinking is done across the curriculum and every teacher is responsible for and benefits from this work</p> <p>a) Every classroom is a Common Core classroom</p> <p>b) Common planning time will be built into the schedule for grade “literacy” teams to: design and align common reading and writing lessons, strategies, language, tools and posters discuss, share, and look at student work</p> <p>c) All teachers commit to making sure students:</p> <ul style="list-style-type: none"> <li>♣ do a close reading of complex text a minimum of 2x a week*</li> <li>♣ write Claim Evidence Reasoning (CERs) or approved equivalent non-fiction writing a minimum of 2 x a week</li> <li>♣ discuss and debate using text-based evidence on a very regular basis</li> <li>♣ think &amp; struggle every day ( Ratio -the students must be doing the work )</li> </ul>	<ol style="list-style-type: none"> <li>1 East Side middle and high school ELA students will be 10 percent higher than city and peer indices on ELA test</li> <li>2. East Side HS graduation rate will be 10 percent higher than city and peer indices on ELA test</li> <li>3. 70% of families will attend a Common Core workshop by our principal, Mark Federman</li> </ol>	<p>All teachers meet in late August when we return, 6 days earlier than the mandated DOE return date, for Common Core training and prep work for the school year.</p>	<p>Instructional Leaders / Coaches in English, Math, Science, History, Arts</p>

<p>All English classes will now have a reading achievement and writing achievement category that best provides an accurate measurement of the students' reading and writing ability in relation to her grade level and the grade level standards.</p> <p>To graduate from middle school and high school, all students must complete a portfolio of work demonstrating that he or she has met our school's standards and the Common Core Standards.</p>			

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> <li>• Weekly professional development meetings</li> <li>• Monthly literacy team meetings</li> <li>• Regular PD with Teachers College Reading and Writing project</li> </ul>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>January 29, 2016 will be our mid-point benchmark to evaluate progress towards meeting our goal of continuing to increase college and career readiness through a complete and organic implementation and integration of the Common Core Standards across the school .</p>
<p><b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) <i>Who will be targeted?</i></b></p>	<p><b>Timeline <i>What is the start and end date?</i></b></p>	<p><b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

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

		<p>students struggling with Algebra 2.</p> <ul style="list-style-type: none"> <li>• We also have targeted push-in and pull-out math support for students with IEPs in every grade, 6-12.</li> <li>• Breakfast study groups focused on math skills.</li> <li>• After school support for struggling students.</li> <li>• Additionally, we have a Saturday Math Academy. Through this program, struggling students are given small-group, standards-based, instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• After school support is provided in small group instruction.</li> <li>• Saturday Math Academy is provided in small group instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast study skills 1-5 times per week for 40min.</li> <li>• After school support 1-4 times per week for 60min.</li> <li>• Saturday Math Academy takes place during 2 months for 3 hour sessions each Saturday.</li> </ul>
<p><b>Science</b></p>	<p>Students struggling to comprehend the content and performing below grade level.</p>	<ul style="list-style-type: none"> <li>• All students in 6-12<sup>th</sup> grade take extended and small size science classes— of.</li> <li>• All students in all grades are provided with after school science tutoring. Students who are not successful in science class are mandated to attend.</li> <li>• Students who are struggling or need extra help will also be assigned to breakfast study</li> <li>• All Science teachers place great emphasis on making the more difficult texts accessible to all</li> </ul>	<ul style="list-style-type: none"> <li>• 20 students per class</li> <li>• Small group instruction</li> </ul> <p>sessions where they will get small group instruction</p>	<ul style="list-style-type: none"> <li>• spending a minimum of 1extra hour each week with an average</li> <li>• a minimum of once a week for 60min.</li> <li>• 40 minutes 2 times a week.</li> </ul>

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

		<p>use of school-wide strategies and interventions. As a result, all teachers make very deliberate decisions around the texts that they are assigning and provide the appropriate support.</p> <ul style="list-style-type: none"> <li>• The social studies curriculum across all grades emphasizes critical analysis of primary and secondary sources. All classes also place a heavy emphasis on analytical writing in an essay format, as well as debating and oral presentation skills. Performance based assessments, along with tests and exams are designed to emphasize these skills.</li> <li>• The social studies vertical team has focused a lot of time on articulating curriculum, and updating portfolio requirements. We have developed a graduation portfolio requirement for students in grades 9-12 based on a “matrix” of social studies skill sets and content themes. The portfolio includes work across all four years that is representative of the following skill sets: argument and analysis (of historical topics and sources);</li> </ul>		
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		<p>making connections; presenting and analyzing distinct points of view; research paper; and oral communication. The portfolio must also include pieces that explore each of the following content themes: Social and Cultural Diffusion; Use and Abuse of Power; Government Systems; Revolution and Social Change; and Identity, Membership, and Human Rights. Students must demonstrate their understanding of the connections between the content of a given piece of work and the broader theme, both in writing and orally. To maintain a higher standard of rigor, only assignments having received a grade of 80 or higher may be included in the portfolio. Students present and orally defend their progress work toward meeting the portfolio requirements twice a year in a “roundtable” format; these defenses are evaluated by other East Side teachers and educators from the community.</p> <ul style="list-style-type: none"> <li>• Students receive extensive support in preparing and revising (if necessary)</li> </ul>		
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		<p>the assignments in the portfolio and their semi-annual portfolio defenses. If they do not receive a passing evaluation at a portfolio defense, they have the opportunity to present again or make up that portfolio requirement with a different assignment in a subsequent semester.</p>		
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Students mandated to receive these services on their IEP and at-risk students whose emotional state is affecting their academic performance and well being.</p>	<p><b><u>PSYCHOLOGIST:</u></b></p> <p>One full-time school Psychologist is on hand for at-risk counseling. She is available for parents and students who request at-risk counseling with the Psychologist, however usually those cases are referred to a guidance counselor, social worker, or outside agency.</p> <p><b><u>GUIDANCE COUNSELOR</u></b></p> <p><b><u>&amp;</u></b></p> <p><b><u>SOCIAL WORKER:</u></b></p> <ul style="list-style-type: none"> <li>• Both guidance counselors and social workers see students for “at-risk” counseling. The counseling team has developed a counseling referral form, which can be filled out by advisors, administrators, or other staff members.</li> </ul>		

		<p>Students are seen for at-risk counseling during the day for various periods of time, depending on the situation.</p> <ul style="list-style-type: none"> <li>• The service providers utilize various treatment modalities, including play therapy, behavior modification, and psychodynamic therapy to help students negotiate conflicts &amp; be successful in school. They assess crisis and conduct needs assessment for psychiatric intervention.</li> <li>• Additionally, when students are seen for at-risk counseling, often times an outside referral is made on behalf of the student to agencies such as: Casaleap, Ed Alliance, Roberto Clemente &amp; MGI, to provide more intensive on-going mental health care when needed.</li> <li>• Further, they assess and target problems and objectively define goals in addition, they conduct detailed observations and implement interventions to support students' learning &amp; emotional needs.</li> </ul>		
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

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

#### 2b. High Quality and Ongoing Professional Development

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

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**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).

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**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.).

N/A

**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.

As stated earlier, all of our staff members participate as members of highly collaborative vertical (subject area) and grade teams. During these meetings and professional development, our teachers have created and revised extremely sophisticated Common Core standards based portfolios and PBATs (along with the Consortium for Performance based Assessment) that are required for promotion and graduation.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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	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> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	299,215.00	X	Consolidated funds are used to have average class size of 24 students and to provide the wide array of individualized student support and PD described throughout the plan. Title I funds are also used to focus on supporting families and providing many resources and OTPS services that support our instructional vision.
Title II, Part A	Federal	0	X	
Title III, Part A	Federal	0	X	
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	4,150,212.00	X	Consolidated funds are used to have average class size of 24 students and to provide the wide array of individualized student support and PD described throughout the plan.

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **East Side Community High School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **East Side Community High School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

**East Side Community 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 on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

## **II. Parent/Guardian Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

**A. School Information**

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

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

Principal <b>Mark Federman</b>	Assistant Principal <b>Tom Mullen / Carla Gonzalez</b>
Coach <b>Andrea Swenson</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Premwaite Fay Ranjit</b>	School Counselor <b>Angela Stewart</b>
Teacher/Subject Area <b>Diana Quinones / English</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Laetitia Minier</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

**C. Teacher Qualifications**

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	693	Total number of ELLs	6	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	5	<b>Newcomers</b> (ELLs receiving service 0-3 years)	0	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	4	<b>Long-Term</b> (ELLs receiving service 7 or more years)	1

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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	0			4		2	1		1	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

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

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish											1	1		0
Chinese										1				0
Russian														0
Bengali												1		0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Tibetan												1		0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)														0
<b>Emerging</b> (Low Intermediate)														0
<b>Transitioning</b> (High Intermediate)												1		0
<b>Expanding</b> (Advanced)										1	1	2		0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										1	1	2		0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1		0	
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics	0			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0			
Geography	0			
US History and Government	0			
LOTE	0			
Government	0			
Other _____				
Other _____				
NYSAA ELA	0			
NYSAA Mathematics	0			
NYSAA Social Studies	0			
NYSAA Science	0			

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
We use the NYSITELL to inform us on students' early literacy skills as well as the Teachers College Reading & Writing leveling program. The data for this school year shows that most students are past early literacy skills as our school is a 6-12gr. school, most students have had at least 5 years of formal education in their native country / language.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The NYSESLAT has revealed to us this school year that our students that took the exam are mainly at the advanced level with one being in intermediate out of 5 students total. We are confident that our individualized assessment and interventions will allow many of our students to attain proficiency in the coming year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The AMAO tool reveals that we have to do deeper and higher level work with our long term ELLs as they are very close to achieving proficiency but are yet to do so. Many students / parents at this point are choosing to opt out of taking the exam as they take place during critical times in the year for HS students that interfere with important assessments, exhibitions, and portfolio research presentations / preparation. The patterns across the NYSESLAT modalities have focused our instructional decisions in terms of adding more intensive reading programs such as Read 180, Wilson, etc. We have also added into our daily schedule reading and writing skills classes and extra assistance before and after school.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - The 1 ELL that took the English Regents Exam last year scored below the passing range which is similar or below to their non-ELL peers. Our students do not take exams in their home language.

- b) As part of our P.D. we analyze and break down the data of all of our students. A full 2 hours a week of P.D. is provided for staff. Literacy, student progress, passing rates, etc. are constantly discussed. Inevitably our ELL students are studied closely during these Data Days, kid-talk meetings, and 6-12th grade vertical subject area meetings; in order to create plans of action to better integrate and teach the skills necessary for success. The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress.
- c) From the periodic assessments we are learning that ESL instruction needs to be focused on the areas of writing that our mostly advanced students need to improve on in order to be proficient in all areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]  
We are a 6-12th gr school.
6. How do you make sure that a student's new language development is considered in instructional decisions?  
The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress. 2 times a month we also have our Literacy Teams (consisting of English, History, and Science teachers) on each grade we meet to teach common literacy strategies across the curriculum in order to re-enforce Common Core skills. We ensure that all teachers are informed of the ELL students' educational history/ background. All teachers are to modify their instruction in order to build the students' English language skills. Further staff development is needed in learning how to support students in their native language. However, the extra adults in the classroom, pairing with higher level students, individualized support before and after school and during the school day aids in providing students with extensive support for growth.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- We do not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
As stated above, we analyze our progress and areas in need of improvement when we assess our student data during our Data Days throughout the school year ( 5 or 6 P.D. sessions). We assess our students using the fountas and pinnell reading levels tools to assess their reading levels and create an intervention plan in order to ensure reading growth. We also use the Mc Graw Hill periodic assessments to check on growth in reading, comprehension, and writing. Finally, along with other classroom assessments we evaluate the 4 parts of the NYSESLAT from the previous year to the current year to assess and plan for the interventions, accommodations, modifications that each student needs and that the program needs as a whole in order to continue working towards proficiency.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
- The steps followed for the initial identification of possible ELL students at East Side Community H.S. is that the Assistant Principal, Carla C. Gonzalez, who is also the ESL Liaison, administers the Home Language Identification Survey (HLIS) upon new student arrival, where she explains the purpose for the survey and ensures that the survey is properly filled out. Both the parent or guardian is present during the administering of the HLIS which includes the informal oral interview conducted by our ESL teacher. Translation services are also provided when needed by staff or community members or through the DOE translation phone services in order to ensure that all information is clearly communicated to the families.

The NYSITELL or Spanish LAB is next administered by the ESL teacher to new entrants who through the HLIS were identified as speaking a native language other than English. The NYSITELL or Spanish LAB helps us determine the initial entitlement of ESL services. The NYSITELL is administered within five days of the student's enrollment.

Students' literacy and overall academic levels are also assessed by the ESL and content area teachers. The steps used to annually evaluate ELLs using the NYSESLAT is providing them with the minutes required of ESL instruction depending on their overall NYSESLAT

scores. Coaches, School Leaders, ESL teacher, and content area teachers, look over the individual scores in each sub area of the exam (Listening /Speaking, Reading, Writing) in order to plan for appropriate academic interventions that best meet the students' needs.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Once a student is identified as an ELL we provide them with the SIFE questionnaire within 30 days of enrollment and also discuss him / her at kidtalk (weekly grade team staff meeting) and review student work and discuss progress.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

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

The NYSITELL or Spanish LAB is next administered by the ESL teacher to new entrants who through the HLIS were identified as speaking a native language other than English. The NYSITELL or Spanish LAB helps us determine the initial entitlement of ESL services. The NYSITELL is administered within five days of the student's enrollment.

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

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

A letter is sent home with the students in their native language and English within five school days after the NYSITELL is scanned and scored to notify the parent if their child is entitled to services or not.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).

Parents are informed of their right to appeal ELL status through a letter sent home with the students (translated into their native language). Translators are designated for any parent meetings regarding this matter. Parents are informed of the services offered at the school for ELLs and also guided in the steps they need to take if they wish to inquire services that are available at other schools. Transfer steps are indicated and the parent is supported along the process if such a request is in fact made on behalf of the parent. We are their liaison in whatever path they choose to take for their child.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within the first five days of school or within the first five days of enrollment in the NYC public school system, the Assistant Principal / ESL Liaison holds a meeting for parents whose children have scored below proficiency on the NYSITELL. Parents are informed of the meeting through a letter sent home with the students (translated into their native language). Translators are designated on this day to translate for families in their native language. Families are shown a DVD provided by the DOE that informs parents of the various options available to them in NYC: Bilingual, Dual Language, ESL. If a TBE/DL program become available based on need parents will be informed in their native language via written correspondence and via school messenger. If a parent survey is not returned then the bilingual program is the default placement.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

We ensure that all forms and letters (i.e. entitlement letters, Parent Survey, Program Selection forms, continued entitlement, and transitional support parent notification letters) are distributed by giving a copy to the student in the parents' native language and another copy is mailed home. We do outreach in the same manner in addition to calling home via a translator or the DOE translation service to ensure all forms are returned and they are secured in the main office in a secured file cabinet. The continued entitlement letters are also given to the student and mailed home.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our school Assistant Principal, Carla C. Gonzalez, monitors the PS forms that have not been completed and returned on a google doc of all master forms that advisors keep track of for their entire grade. We call home to request letters if they are not turned in within a week.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Once a child is identified as being entitled to ESL services, a letter is mailed home and given to the child in their native language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All student ELL documentation is kept in student files in the main office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
We ensure that all 4 parts of the NYSESLAT are administered. A pedagogue gives the Speaking part of the exam one on one to each student during the school day. Students are grouped by testing grade levels and on Day 1 are administered the Listening, Day 2 the Reading, and Day 3 the Writing. All students are granted the opportunity to take the make-up exam for any and all parts if they are absent on a testing day. We ensure that no disruptions take place so that students can take all of the time they need to concentrate and complete the entire exam. Advisors are informed via email and via announcements to inform the ELL students. A notification with date, times, room # is also given to each ELL student in person or via their Advisor. Parents are also notified with a letter sent home that they will be taking this exam. Students are excused from classes they miss during the exam and are allowed to make up any missed work and provided with extra class time, afterschool support and / or breakfast study support in order to not fall behind in their classes. We review the RLAT and RLER to ensure all students eligible are tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
We ensure that all forms and letters (i.e. entitlement letters, Parent Survey, Program Selection forms, continued entitlement, and transitional support parent notification letters) are distributed by giving a copy to the student in the parents' native language and another copy is mailed home. We do outreach in the same manner in addition to calling home via a translator or the DOE translation service to ensure all forms are returned and they are secured in the main office in a secured file cabinet. The continued entitlement letters are also given to the student and mailed home.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway.  
(Refer to question six).  
Our school monitors trends in parent choice by keeping track of our initial interview and orientation workshop with ELL students and their parents on file. The trends in parent choice are as follows: Parents have requested the English as a Second Language program, which is what we offer at ESCHS and what is offered in all of District 1. Program models that are offered at our school are aligned with parent requests as they have requested ESL and this is what we offer. We continue to make note of such trends in the planning of ELL programs and supports. Our ELL population continues to decline from year to year and that is taken into account in programming decisions for the upcoming year, once new student enrollment data is acquired.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

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

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

East Side implements its ESL program in accordance with the CR Part 154. Students receive mandated instruction and are scheduled for ESL instruction based on their proficiency levels as determined by the NYSESLAT. Beginning and intermediate ELL students receive 360 minutes of ESL instruction per week in the MS and in the HS Beginning ELLs receive 540 minutes and Intermediate HS students receive 360 minutes. Advanced ELL students receive 180 minutes of ESL instruction per week and 180 minutes of ELA instruction per week as per Part 154 regulations. There are 2 state certified ESL teachers and 1 content teacher with a bilingual extension. Students in the ESL program are taught in English. However, support is provided in the students' native language by pairing students from the same language groups as much as possible. Furthermore, the ESL service provider is fluent in French and Spanish. In addition to the ESL program services that are mandated for students during the school day, Title III also provides English Language Learners with supplemental instruction in an after school program. The ESL teacher heads the program which services ELLs in grades 6-12.
3. Describe how core content is delivered in each program model. 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.

The ESL provider collaborates with students' content area instructors in order to provide the necessary support required by individual students in given subject areas. Input from content area teachers allows for the ESL provider to tailor instruction based on student needs. Instruction is not only differentiated according to NYSESLAT scores but also by students' individual needs as measured by classroom assessments given by the ESL provider and content area classroom teachers on a regular basis. To enable students access to content area materials which is above their proficiency level, the ESL teacher co-plans with content teachers and modifies the texts the content area teacher will use in order to facilitate comprehension in the subject area. The ESL teacher also designs graphic organizers, provides students with glossaries, and uses visuals of concepts discussed in content areas to enhance meaning in the subject matter for students.

Instruction is also delivered through scaffolding lessons comprised of cooperative learning strategies, think-pair share, questioning, making predictions and inferences, listening, read a-loud, brainstorming, and a variety of other strategies to make content area input comprehensible and to promote and develop language development simultaneously. A variety of instructional materials, based on student's proficiency is also used to support our students in the different content areas.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ESL teacher alongside a staff member that speaks and reads in the students' native language or DOE translator, administer a Native Language reading and writing exam. Such data is used to shape the instructional support required for the student. Further staff development is needed in supporting staff on how to assess and use native language data to inform instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

In English and History for Writing: students work on various genres and receive a lot of scaffolding, graphic organizers, mentor

texts, outlines, etc. They work with peers in small groups, pairs, and in whole group instruction.

In English, Science, History for Listening: every semester teachers do read alouds of whole class novels or shorter texts, where students listen to a text, take notes, and respond to finding the authors' purpose, main idea, evidence, etc.

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a) SIFE students are provided with additional instructional support designed to meet their specific needs. We address our SIFE students' needs with a four pronged approach. While catering to their academic needs we also accommodate and provide for their affective and motivational needs, functional and survival needs and finally their personal needs.

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

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

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

All students' reading, writing, and math levels are tested at the start of each academic year in the classroom. This data is used to inform the support and instruction provided to the child. This allows for students to not slip through the cracks and to be

Chart provided with support / interventions / accommodations as early as possible. The ESL teacher is called on to manage the re-identification process with support from the ESL Coordinator.

8. 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?

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

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

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

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
Chart INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

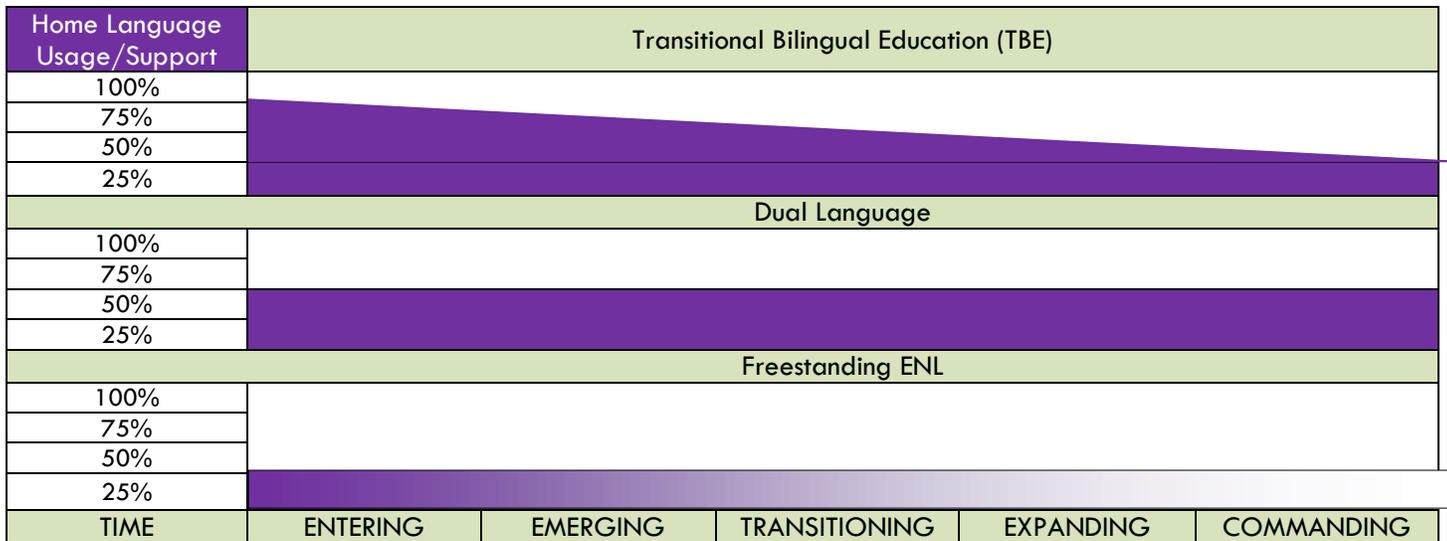


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

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

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

Additional support in other areas of instruction are offered in Math, Social Studies, and Science. A variety of texts are used to support the development of language: examples of high quality texts that will help to increase English language acquisition skills are as follows: Walker High (series) by Perfect Learning; Claudia Christina Cortez (series) from Stone Arch; Foundations for Algebra, Year One, Volume 1 by

Kysh, Sallee, Hoey, Understanding Fractions, Decimals, and Percents (Connected Mathematics 2) by Lappan, Fey, Fitzgerald, Friel, Phillips; The Max Axiom (Science series); and the Graphic Citizen (series on U.S. government).

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

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current ELL program is that we are using tools stated previously to identify specifically what are the skills each individual child needs support in, in order to grow towards proficiency. We provide literacy support in small groups and then also modify lessons and work for students in the larger setting. Teachers are aware that they are ALL teachers of ELLs and that teaching towards building on the growth of language acquisition is a key component. Every year our ELLs advance further and further on their testing levels in the NYSESLAT exam, which is evidence of how our interventions are being effective in our current program.
12. What new programs or improvements will be considered for the upcoming school year?
- We will continue to improve our instruction on close reading and writing using CCLS as a guide, alongside language development support strategies across all content areas through our monthly Literacy Team meetings.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued this school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- During the school day students are scheduled for a Studio class. The Studio class meets 4 - 5 times a week (depending on the grade). Studio classes include: graphic arts, visual arts, theater, dance, skateboarding, foreign language, computer coding, yoga,

guitar, and chess. Students are also mandated to take Physical Education throughout the school year: yoga, soccer, volleyball, general PE fitness classes.

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

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

If students are accepted to the school by the end of June, students are invited to attend our Beacon Summer Intensive Enrichment program, where they take part in academic, social, and extra-curricular events. This allows students to be integrated into the school culture before the school year starts. We also have an intensive summer program during which students were able to work on their reading and writing skills. These activities not only allowed students to work on improving their skills over the summer, but to become familiar with the lens through which we teach, establishing a pattern which they would then be able to follow in the Fall.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

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

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

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

Assistant Principals, counselors, and SpEd staff are also trained in the social-emotional implications for ELL students as well as resources, language needs /supports, identification process if need be, etc.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

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

Teachers are trained in the various programs for instructional support of ELLs that are offered through our Affinity Groups or whatever centralized / DOE professional development is offered each year. Training is and will continue to be provided in QTEL strategies, Wilson, Rewards, Teachers College Readers & Writers Workshop, Read 180, and Multi-Sensory Reading Instruction to name a few.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As part of our P.D. we analyze and break down the data of all of our students. A full 2 hours a week of P.D. is provided for staff. Literacy, student progress, passing rates, etc. are constantly discussed. Inevitably our ELL students are studied closely during these Data Days, kid-talk meetings, and 6-12th grade vertical subject area meetings; in order to create plans of action to better integrate

and teach the skills necessary for success. The data gathered assists teachers in differentiating their instruction to better meet the needs of their ELL students and especially in informing the instruction of the ESL provider, who is to work closely with the core subject area teacher to set goals and continue to assess progress and provide QTEL strategies, Wilson, Rewards, Teachers College Readers & Writers Workshop, Read 180, and Multi-Sensory Reading Instruction to name a few.

Each teacher as a Professional Development Portfolio where they are to keep track of their hours of PD. This portfolio is reviewed by School Leaders as part of rating points for each teacher.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

5 times a year our teachers meet with parents to discuss specific and overall progress of each student. We ensure that information is provided on the students' language development to the families. These are one on one meetings with parents and the student where progress and lack of progress areas are discussed and a student support plan for further growth and support is created and re-visited for each conference 5x a year.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are highly involved in meetings regarding their child's academic progress as well as in the presentations / celebrations of their work. Translation services are provided to parents via a staff member, community member, or a hired translator.

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

Parents are invited to attend a variety of events:

\* Fall, Winter, and Spring Parent Social events -- to invite parents into the community with the goal of building a bond with the Advisors and School Leaders.

\*Parent Expo -- variety of workshops offered to support and educate families

\*Family Nights -- parents are invited to visit classrooms, meet with teachers, become informed on the curriculum (including state standards and assessments) and expectations for each class, parents have the opportunity to voice their needs and expectations, etc.

\*Family Reading Conferences -- the Principal, Humanities / ELA teachers, and Literacy Coach meet with families to review the literacy program at the school, conference about their child's individual reading levels, goals, and plans of action to help the child improve in their literacy skills.

\*Parent Book Clubs -- The Principal sponsors parent book clubs in an effort to further expand our "community of readers" as parents are the primary role models for their children.

\*Family Overnight College Trip -- families are invited to sign-up and attend an overnight college trip to expose students and families to future opportunities available. This is in conjunction with our College Bound Initiative program.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? ESCHS partners with the Beacon / University Settlement Program to provide workshops for parents. However, the majority of our workshops are created and led by our school staff and coaches as we are the most aware of our services, needs of our students and families.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

#### **D. Additional Information**

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

**Paste response here:**

## **Part VI: LAP Assurances**

**School Name: East Side Community H.S.**

**School DBN: 01M450**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mark Federman	Principal		12/7/15
Carla Gonzalez / Tom Mullen	Assistant Principal		12/7/15
Laetifita Minier	Parent Coordinator		12/7/15
Premwaite Ranjit	ENL/Bilingual Teacher		12/7/15
Carolyn Lugo	Parent		12/7/15
Diana Quinones / ELA	Teacher/Subject Area		12/7/15
Andrea Swenson / ELA Librarian	Teacher/Subject Area		12/7/15
Carla Gonzalez	Coach		12/7/15
Andrea Swenson	Coach		12/7/15
Angela Stewart	School Counselor		12/7/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **01M450** School Name: **East Side Comm H.S.**  
Superintendent: **Kathy P**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

This 2015-2016 school year, according to the UPPG report on ATS we have: 70 students whose parent / guardian's main language is Spanish, 33 Chinese, 7 Bengali, 4 Tibetan, 3 Japanese, 1 Arabic, and 1 Fulani.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents typically disseminated every year that require translation which are distributed at the beginning of the school year or as the events approach: Parent / Student expectations, parent-teacher conference announcements, family night curriculum / celebration events, after school program information, NYS testing information, parents literacy workshop info, any important newsworthy letters from school leaders about issues that affect the community, seasonal / holiday events, roundtable portfolio presentations, summer school and promotional decisions, and all of the paper work stated on the LAP specifically tailored to parents of ELLs.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Starting the second week of school, in September, our school holds a family night (curriculum share and celebration). At this event parents meet all of their child's teachers and are also invited to a social event where staff and parents mingle over food and music. 5 other times a year parents meet with their child's teachers to discuss progress and interventions needed. Parents of students with IEPs also attend yearly IEP meetings with the Special Education teacher or the School Psychologist. Parents of students that are struggling with reading also meet with the Principal, Literacy Coach, and teachers for a Literacy workshop. Parents are also invited to attend seasonal / holiday celebrations, PTA meetings, SLT meetings, etc.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff is provided with the contact info and the extension # of the DOE translation services. Staff is given a detailed explanation of how the over the phone service works and given further support by support staff at the meetings if any issues arise in making use of the service.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

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

school personnel and through phone translation services.

### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent survey will be disseminated in conjunction with the School Environment Survey.