

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

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

**01M515**

**School Name:**

**LOWER EAST SIDE PREPARATORY HIGH SCHOOL**

**Principal:**

**MARTHA POLIN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Lower East Side Preparatory High School School Number (DBN): 01M515  
Grades Served: 10-12  
School Address: 145 Stanton Street, 4<sup>th</sup> Floor, New York, New York 10002  
Phone Number: 212 505-6366 Fax: 212 260-0813  
School Contact Person: Martha Polin Email Address: [mpolin@schools.nyc.gov](mailto:mpolin@schools.nyc.gov)  
Principal: Martha Polin  
UFT Chapter Leader: Paula Chen  
Parents' Association President: Shun Yi Ye  
SLT Chairperson: Victoria Rasinskaya  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Shun Yi Ye  
Student Representative(s): Andres Torres  
Chumin Wu

**District Information**

District: 01 Superintendent: LaShawn Robinson  
Superintendent's Office Address: 1150 East New York Avenue, Room 304 Brooklyn, NY 11212  
Superintendent's Email Address: [LRobinson5@schools.nyc.gov](mailto:LRobinson5@schools.nyc.gov)  
Phone Number: 718 778-7305 ext. 310 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue  
Director's Email Address: [YChu@schools.nyc.gov](mailto:YChu@schools.nyc.gov)  
Phone Number: (917) 705-5856 Fax: (917) 339-1765

## 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)
Martha Polin	*Principal or Designee	
Paula Chen	*UFT Chapter Leader or Designee	
Shun Yi Ye	*PA/PTA President or Designated Co-President	
Karen Durnin	DC 37 Representative (staff), if applicable	
Shun Yi Ye	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Andres Torres	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Chumin Wu	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Martha Polin	Member/	
Victoria Rasinskaya	Member/	
Feng Li	Member/	
Nana Dai	Member/	
Rui Chen Wong	Member/	
Chi Ling Poon	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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.

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

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

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

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

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

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

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

2. Designs for Learning (D4L) is a weekly, teacher-led professional development experience (4 sessions per month/80 minutes each) in which groups of LESP teachers work collaboratively to deepen their understanding of the best instructional practices for working with our students. In D4L teachers address a menu of focus

topics, designed to support our work with the Common Core Learning Standards, Advance (teacher evaluation system) and the NYC Citywide Instructional Expectations. The focus topics this year include:

Knowing Your Students/Data-Driven Decision Making

Reading and Writing Across the Curriculum

Student Engagement

Study Skills/ESL in the Content Areas (and Vice Versa)

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

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

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

The changes in our population are reflected in the diversity of the honor roll, with increased numbers of students representing a variety of ethnic backgrounds. Over the past thirteen years we have developed high quality and rigorous after school programs that have given students the opportunity to challenge themselves as they earn credits toward graduation. Students' activities including robotics and PSAL sports help to build school community. Social gatherings like the thanksgiving dinner serving some 300 students and welcoming activities for new students build foundations for students and teachers to gain an understanding of one another and develop trust. Teachers understand their role in identifying at-risk students and all students and addressing their needs.

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

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

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

Our challenges include keeping staff in the loop from initial intake throughout the students' time at LESP. Our challenge is to give students opportunities to share in the ownership of our school, while making them safe,

learning about different cultures and growing within each of them a need to be a life-long learner. How do we continue to grow student-to-student interactions and student questioning at all levels?

## 01M515 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	10,11,12	Total Enrollment	534	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	6	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	1	# Music	2	# Drama
				N/A
# Foreign Language	12	# Dance	N/A	# CTE
				1
School Composition (2013-14)				
% Title I Population	76.9%	% Attendance Rate	87.1%	
% Free Lunch	41.9%	% Reduced Lunch	0.5%	
% Limited English Proficient	69.7%	% Students with Disabilities	2.4%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American	8.7%	
% Hispanic or Latino	19.8%	% Asian or Native Hawaiian/Pacific Islander	69.0%	
% White	0.9%	% Multi-Racial	1.5%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)	2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	4	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.5%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)	4.84	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	71.5%	Mathematics Performance at levels 3 & 4	90.7%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits	N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate	N/A	
6 Year Graduation Rate	N/A			
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	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 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 Science (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			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	NO	
Economically Disadvantaged	YES			
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	YES	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	YES	
Economically Disadvantaged	YES			
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	N/A	Asian or Native Hawaiian/Other Pacific Islander	NO	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	NO	
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.

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

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

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

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

### Part 2 – Annual Goal

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.

By the end of the year, June 2016, at least 80% of our teachers will maintain a rating of Highly Effective, or move up a category in terms of 3C student engagement as defined by Danielson.

**Part 3 – Action Plan**

<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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</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>D4L is a weekly, Professional Learning Community (4 sessions per month/80 minutes each) in which groups of LESP teachers work collaboratively to deepen their understanding of the best instructional practices for working with our students. In D4L teachers address a menu of focus topics, designed to support our work with the Common Core Learning Standards , Advance (teacher evaluation system) and the NYC . The focus topics this year include:</p> <ul style="list-style-type: none"> <li>• Knowing Your Students/Data-Driven Decision Making</li> <li>• Reading and Writing Across the Curriculum</li> <li>• Student Engagement</li> <li>• Study Skills/</li> </ul> <p>In their D4L groups, teachers engage in protocol-based discussions of professional articles related to each focus topic. Teacher groups also use protocols to analyze authentic teaching artifacts and to examine student work. At the end of each cycle, teachers submit a teaching artifact that demonstrates how they have incorporated their understanding of the topic into their instructional practice.</p> <p>The discussions, artifacts and student work that result from each D4L cycle directly inform the work of our PD Committee</p>	<p>All teaching staff</p>	<p>Weekly meetings from August 2015 through June 2016.</p>	<p>The administration and professional development committee</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.

Teacher leaders, Professional Development Committee, Staff Developer/Consultant, Skedula, after-school programs, Saturday programs, ASCD and TESOL Conferences.

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

X	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.

At the end of the fall semester, the cabinet will monitor teacher ratings (we will reflect on the observations completed and the teacher 3C scores) which will assist us in gauging our progress toward continual improvement. Teachers will reflect on their progress on the February 1<sup>st</sup> Chancellor Conference Day. Teachers will reflect on their progress on the chancellor’s conference day on February 1<sup>st</sup>. The specifics of this process will be determined by the Professional Learning Committee.

**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.

As our population fluctuates, we respond to the needs of our students, and want to build a cohesive community in which everyone feels supported. We have a well-developed credit bearing after school program, a robotics program, multiple team sports (basketball, table tennis, track, volleyball), and other clubs. Additionally, student activities, such as the New Student Welcome, Field Day, the annual Thanksgiving dinner (which fed more than 300 students), and talent show, all strengthen the level of student trust and buy-in to our program. Through extensive professional development, teachers’ understanding about their roles in identifying at-risk students and addressing the needs of all students, has created a cultural and philosophical shift that benefits student academically and socially. As a result, our hope is that teachers will continue to expand their guidance in helping students develop their resiliency skills, to continually nurture the “whole student.” By sharing information via platforms like Skedula, participating in teacher team discussions, and working across content areas, teachers can better identify trends, access resources, and enact plans to help students succeed. By tying high expectations to our over-age under-credited students, the school helps students see their potential and set goals greater than they would have expected for themselves. College and career readiness will be at the forefront for our students.

### 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.

We have instituted a program for increased awareness about college and career readiness that starts when students first enter our school. We are expanding our program to increase the number of workshops for juniors to preview what is needed in the college application. Additionally, the college advisors will link up with resources in the Library and Technology Center, as well as enter all classrooms at least once per semester to guest speak on a variety of college topics. We expect an increase of 5% in the number of student applications to college, especially private colleges, as compared to 2014-2015.

### 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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</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>Monthly College and Career Readiness workshops, week-long talks between students and teachers to address a variety of topics like living on campus, financial aid, differences between public and private schools.</p>	<p>All students</p>	<p>September 2015 through June 2016</p>	<p>Guidance Counselors, College Advisors, Teachers</p>
<p>College Advisors lead workshops for seniors to complete applications and FAFSA during lunch and after school.</p>	<p>Seniors</p>	<p>September 2015 through June 2016</p>	<p>College Advisor, DTCC, Guidance Counselors</p>
<p>College Advisors lead workshops for juniors to ensure they understand the components of a strong application.</p>	<p>Juniors</p>	<p>October 2015 - April 2016</p>	<p>College Advisors, AP</p>
<p>SAT Tutoring for ELLs held after school, College Tours in which parents participate for seniors and juniors, and continuing our Pencil Mentorship Program</p>	<p>All students</p>	<p>September 2015 - June 2016</p>	<p>College Advisors, Teachers, Parents, DTCC</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>										
<p>College Advisors, interns, DTCC Pencil Partnership</p>										
<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>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**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>By February 2016 each graduating senior will file at least 2 college applications per student, there will be a measured increase in the number of students partaking in SAT review programs as well as taking the SATs themselves. Attendance at workshops will be consistent.</p>

**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 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.

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

- Knowing Your Students/Data-Driven Decision Making
- Reading and Writing Across the Curriculum
- Student Engagement
- Study Skills/

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

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

### Part 2 – Annual Goal

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.

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

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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 teacher-parent collaborations to improve student achievement.</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>
D4L	Teachers	Weekly from September 2015 through June 2016	Professional Development Committee, Administrators
Lab Site Visits	Teachers	Every six weeks after working with Generation Ready	Administrators, Generation Ready, Staff Developer, Teacher
Coaching UFT Teaching Center, Professional reading groups	Teachers	As needed	Teachers
On-site staff development through Generation Ready	Teachers	Teachers either request staff development or identified by administrators	Teachers

**Part 4 – 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>											
<p>Consultants, Teacher Leaders, UFT Teacher Center Leader, PD Committee, on-site development, Skedula cost, sending people to conferences, coverages when lab-site visit occurs, teacher-developed materials, keeping updated technology.</p>											
<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	X	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>
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Teacher feedback, observations, teacher teams will hold themselves accountable, self/peer-evaluations

**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 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**

- 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.
- 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.

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

### **Part 2 – Annual Goal**

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–Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of teachers will be engaged in our Professional Learning Community as measured by the lesson plans and resource materials collected by the Teacher Center. 80% of our teachers will either maintain their effective or highly effective rating and or increase their rating to a highly effective based on Danielson in areas 3B, 3C and 3D.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</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>
<p>Teacher-directed PD, PD Committee, continued dialogue to address issues as they arise, UFT consultation counsel</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<p>Administrators</p>
<p>Quality Review results will identify focus areas for including Curriculum Development, Questioning and Common Core shifts.</p>	<p>Teachers and Students</p>	<p>September 2015 through June 2016</p>	<p>Administrators</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>											
<p>Access to the most up to date strategies to be effective will be offered through our Designs for Learning Professional Community on a weekly basis, through our Chancellor’s Professional Development Day on February 2<sup>nd</sup> and through the TESOL and ASCD conferences offered this Spring and professional journals, turnkey, Cahn Fellows</p>											
<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>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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>By February 2<sup>nd</sup>, 2016, Teacher Attendance at Professional Learning Community Program Designs for Learning will be at 90%. We expect there will be no grievances by February 2<sup>nd</sup>, 2016. We expect feedback from the PD committee during monthly meetings.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, 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 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.

1. Rigorous Instruction – As indicated in our 2014-15 Quality Review Report, we were rated as well-developed in our areas regarding instructional practice.
2. Supportive Environment – Our 2014-15 Quality Review Report identifies as well-developed our culture for learning that “communicates high expectations to staff, students and families, and provide supports to achieve those expectations.”
3. Collaborative Teachers – Our 2014-15 Quality Review Report rated LESP as Well Developed in the area of Teacher Teams and Leadership Development. The report indicates “The vast majority of teachers engage in inquiry-based, structured professional collaborations that have strengthened their instructional capacity .... Resulting in school-wide instructional coherence and increased student achievement for all learners.”
4. School Leadership – The principal and her cabinet, fosters growth through modeling best practices, encouraging input and working closely with the LESP Teacher Center Coordinator. She is involved in all aspects of teacher and student lives and is a Kahn Fellow.
5. Family Community Ties – Although our School Leadership Team and Parent Council is vibrant, we continue to endeavor to increase parent involvement.

Skedula/Pupil Path

Workshop for parent on technology and English

Camp Mason

Thanksgiving Dinner Celebration

Talent show

Lunar New Year Celebration

Broadway shows

Henry Street Settlement/Grand Street Settlement- arts, music dance and college counselor

Health Corps

Keeping Parent Coordinator

Parent newsletters written in three languages

Website: WWW.LESPNYC.COM

We’ve had an increased number who participate in programs, SLT/PA meetings, more input on what they need for workshops, cultural, idiom, mortgage, choosing banks, anti-gambling, anti-smoking

### 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.

Increased number of parents participating on Pupil Path by 5%, parent attendance to increase during our 2015-16 Parent Association meetings by 2% over 2014-2015. For the 2015-16 school year, we will achieve a 5% increase of parents participating in Pupil Path. For the 2015-16 school year, we will achieve a 2% increase in Parent Association attendance.

**Part 3 – Action Plan**

<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> <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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Parent Newsletter, ask parents for feedback, phone master, theatre, baseball, encourage parent and community involvement in school activities	Parents and Students	September 2015 through June 2016	Administrators, Teachers and Parent Coordinator

**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.											
Title I, Title III, Parent Coordinator, Tax Levy Fair Student Funding.											
<b>Part 4b.</b> 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	X	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.

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

**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>	Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher	ESL tutoring during lunch, afterschool, and Saturday school with a certified teacher. Paraprofessional and certified teachers push in to specific classes throughout the day. SIFE program for newly arrived immigrant students. Resource room for students needing AIS service identified by Guidance Counselors.	One to one instruction, small group instruction, and peer tutoring.	Lunch and after school programs being in September, and Saturday Regents prep starts early December through January and early May through June for Spring exams
<b>Mathematics</b>	Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher	Peer tutoring and lunch time tutoring with certified teacher. Math Lab during lunch for identified students with certified math teacher. Resource room for students needing AIS services identified by Guidance Counselors.	One to one instruction, small group instruction, and peer tutoring.	Lunch and after school programs being in September, and Saturday Regents prep starts early December through January and early May through June for Spring exams
<b>Science</b>	Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher	Peer tutoring and lunch tutoring with certified teacher. Lab recovery minutes with lab specialist.	One to one instruction, small group instruction, and peer tutoring. Class instruction during the day.	After school program in science elective with lab requirement. Lunch and afterschool tutoring. Regents Preparation Course during lunch.
<b>Social Studies</b>	Sub-par skills, report card grades, anecdotal logs,	Global Support class for newly arrived immigrant students,	One to one instruction, small group instruction,	After school programs. Saturday Regents prep starts

	teacher referrals, entrance exam, teacher	lunch time tutoring with certified teacher during lunch, afterschool credit recovery programs.	and peer tutoring. Class instruction during the day.	early December through January and early May through June for Spring exams. Lunch and after school tutoring.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher	Behavioral and academic counseling support by LESP counselors, NYU Silver School intern program, Hamilton Madison House, and SPARK counselor. Academic advisement acculturation for new students through LESP counselors and teachers. Mental health support through Charles B Wang RTR program and referral services; career and college counseling services through LESP college counselor and supported by Grand Street Settlement program.	One to one instruction, small group instruction, and peer tutoring. Class instruction during the day.	Individual counseling and small group counseling is provided during the school day and is based upon student schedules. All academic advisories and acculturation advisories occur for new students during their lunch time. College and Career counseling happen during the school day and lunch time presentations.

## 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.
<p>The real strength of the school is the creation of a school that allows teachers to share and experiment with various instructional techniques. For example, our Designs for Learning program incorporates actual lessons with students to be demonstrated, followed by warm and cool feedback. Elements of this protocol have been developed in concert with the pedagogical staff and the administration. This model continues to foster conversations and improvement in lesson delivery. There is a teacher committee constantly improving and evolving the process to refine feedback and derive maximum benefit for all teachers and students.</p> <p>We offer our teachers opportunities to attend Professional Development Conferences including TESOL, Association for Supervision and Curriculum Development, National Council of teachers of English, the National Principal's Institute.</p> <p>The administration has a firm commitment to onsite, individualized Professional Development. To that end, we devote a major portion of discretionary funds to providing teachers with the best consultants available. There is a full time coach on staff to further initiatives and mentors one teacher at a time. Additionally, there is on-going support provided by the Teacher Center staff developer, AUSSIE, the New York City Writing Project, QTEL and the office of ELL's. Staff developers are on site for the equivalent of three days per week in addition to our full time, on-staff teacher center/ literacy coach.</p> <p>Lower East Side Preparatory High School has a partnership with New York University. Through this partnership we have offered several student teaching placements. When we have an opening we are able to draw from the student teachers we have trained to be teachers in our schools. In addition we have hosted student teachers from Hunter College.</p> <p>One of the earmarks of the school is that we currently have three teachers and an educational paraprofessional who are graduates of LESP. We have also hired six teachers who were student teachers trained by our staff.</p> <p>We have a rigorous interview process where candidates present before a group of administrators and teachers. Qualified candidates then have to present a demonstration lesson which is assessed for content, student engagement, classroom management and knowledge of content.</p>

**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).

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

	teaching staff, and at the same time is more supportive of student achievement.		
<p><b>PD Days</b></p> <p>9/8&amp; 9/16/15</p> <p>11/3/15</p> <p>6/9/16</p>	<p>Our PD Committee periodically creates and administers surveys to assess the perceived professional needs of their colleagues. Results of these surveys are shared with the faculty, and the information obtained is used to plan professional development on city-wide Staff Development Days.</p> <p>We will continue this practice.</p>	Administrators, PD Committee, UFT Literacy Coach, Generation Ready Consultant	
<p><b>Book Study Groups</b></p>	<p>Our book study groups (one for teachers; one for guidance counselors) are an opportunity for educators to engage in professional discussions around a specific topic related to teaching and learning. Participants who commit to read and discuss a selected book are guided by the question “How will this book influence professional practice both at the classroom and school-wide level?”</p>	<p>Principal, Literacy Coach, Teachers</p> <p>Assistant Principal of Guidance, Guidance Counselors</p>	
<p><b>Protocol Training</b></p>	<p>Last year, our D4L teacher facilitators received six (6) hours of training from NYU (Steinhardt School of Culture, Education and Human Development) in the use of protocols.</p> <p>Teacher facilitators and participants have responded positively to the use of protocols to structure our professional discussions in a variety of settings, including D4L.</p> <p>Teacher facilitators will receive further training this year. It is hoped that this year’s training will result in Protocol Certification for teacher participants.</p>	Administrators, D4L Teacher Facilitators	
<p><b>Instructional Cabinet Meetings</b></p>	Data obtained from administrator classroom observations and evaluation of teacher practice will continue to be used to assess the effectiveness of current professional development initiatives as well as to plan future PD.	Administrators, Network Achievement Coach, UFT Literacy Coach, Generation Ready Consultant	

<p><b>Faculty Meetings</b></p>	<p>It has been our practice for the faculty to meet monthly to review current State Ed and DOE policies, including the <i>Citywide Instructional Expectations</i> and <i>Quality Review Rubric</i>. We do this in order to make explicit connections between external organizational expectations, school-wide professional development initiatives, and student achievement.</p> <p>The feedback we get from this practice suggests that it helps to foster a culture of professionalism and collaboration among administrators and teaching staff. We will continue this practice.</p>	<p>Administrators, Teaching Staff, Guidance Counselors</p>	
<p><b>Department Meetings</b></p>	<p>It has been our practice to devote time during monthly Department Meetings to review State Ed and DOE policies, including the <i>Citywide Instructional Expectations</i> and <i>Quality Review Rubric</i>. We do this in order to make explicit connections between these external organizational expectations, professional development initiatives at the departmental / curricular level, and student achievement.</p> <p>The feedback we get from this practice suggests that it helps teachers and administrators to focus on how best to serve our diverse student population at the classroom level.</p> <p>We will continue this practice.</p>	<p>Administrators, Teachers</p>	
<p><b>Trainings as needed</b></p>	<p>Student data and teacher feedback is communicated by our PD Committee to administrators and consultants to inform professional development regularly.</p> <p>For example, last year teachers identified teaching vocabulary in the content areas as an aspect of</p>	<p>Administrators, Teaching Staff, Guidance Counselors</p>	

	<p>practice that they wished to improve. In response, our administrators have contracted with Virginia Rojas, from ASCD, to provide professional development in this area.</p> <p>Additionally, last year we began to use a school-wide data collection program called <i>Skedula</i>. Staff that use this program have requested and receive on-going training and development regarding how this tool might best be used to communicate between staff, with students, with families and ultimately to improve student outcomes.</p>		
<p><b>Professional Conferences</b></p>	<p>Administrators and teachers attend professional conferences both locally and outside of the NYC area. Past conferences have included ASCD and TESOL. Upon returning, conference attendees turn-key information and share materials with colleagues during Faculty Conferences and Department Meetings.</p> <p>The feedback we get from this practice suggests that it helps to foster a culture of professionalism for our staff.</p> <p>We will continue this practice.</p>	<p>Administrators, Teachers</p>	
<p><b>UFT Teacher Center Literacy Coach</b></p>	<p>Our teaching staff includes a UFT Teacher Center Literacy Coach, who is also a member of our Professional Development team. In addition to maintaining the professional resources found in our school's Teacher Center (Room 452), our Literacy Coach provides formal mentoring to new teachers and is available to provide individual coaching to all teachers on staff. The Literacy Coach assists in the planning as well as the presentation of PD to all staff on Professional Development days. He also works with individuals and small groups of teachers who wish to develop their knowledge or practice around a specific professional topic.</p>	<p>Literacy Coach, Teachers</p>	

<p><b>Generation Ready Consultant</b></p>	<p>Our professional development team includes a Generation Ready consultant who assists us to support the implementation of the <i>Citywide Instructional Expectations</i> across each department and the Citywide Instructional Expectations throughout the school. This consultant also supports the training of the eight (8) lead teachers to meet their individual needs as professional development providers in training. Finally our Gen Ready implements a classroom inter-visitation <i>Lab Site</i> learning experience with target teachers as identified by the principal.</p>	<p>Generation Ready Consultant, all Teaching Staff, Lead Teachers, teachers identified by the Principal, teachers who attend Lab Site visits</p>
<p><b>Conflict Resolution Trainer</b></p>	<p>Our professional team includes a Conflict Resolution Trainer from the Office of Safety and Youth Development. This trainer informs our team’s work with all school staff in the creation of a school environment which supports social, emotional and academic competence of all students.</p>	<p>Conflict Resolution Trainer, Administrators, All staff</p>
<p><b>Network Achievement Coach</b></p>	<p>Our professional team includes our Network Achievement Coach who helps us implement the <i>Citywide Instructional Expectations</i>, particularly as they relate to student testing and data.</p>	<p>Network Achievement Coach, administrators, Generation Ready Consultant , UFT Literacy Coach</p>
<p><b>DOE Talent Coach</b></p>	<p>Our administrators receive professional training from a DOE Talent Coach to support the implementation of the ADVANCE teacher evaluation system, including use of a rubric of teacher practice to accurately assess teacher practice, giving teachers useful feedback on their work, time management, and use of data to inform talent decision-making.</p>	<p>Talent Coach, Administrators</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

<p>Describe how the TA program resources will assist participating children to meet proficiency.</p>
<p> </p>

**3b. TA Coordination with the Regular Program**

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

#### **Part 4: SWP Schools Only**

##### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

##### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Data obtained from administrator classroom observations and evaluation of teacher practice will continue to be used to assess the effectiveness of current professional development initiatives as well as to plan future PD.

It has been our practice for the faculty to meet monthly to review current State Ed and DOE policies, including the Citywide Instructional Expectations and Quality Review Rubric. We do this in order to make explicit connections between external organizational expectations, school-wide professional development initiatives, and student achievement.

The feedback we get from this practice suggests that it helps to foster a culture of professionalism and collaboration among administrators and teaching staff. We will continue this practice.

It has been our practice to devote time during monthly Department Meetings to review State Ed and DOE policies, including the Citywide Instructional Expectations and Quality Review Rubric. We do this in order to make explicit connections between these external organizational expectations, professional development initiatives at the departmental / curricular level, and student achievement.

The feedback we get from this practice suggests that it helps teachers and administrators to focus on how best to serve our diverse student population at the classroom level.

We will continue this practice.

Student data and teacher feedback is communicated by our PD Committee to administrators and consultants to inform professional development regularly.

For example, last year teachers identified teaching vocabulary in the content areas as an aspect of practice that they wished to improve. In response, our administrators have contracted with Virginia Rojas, from ASCD, to provide professional development in this area.

Additionally, last year we began to use a school-wide data collection program called Skedula. Staff that use this program have requested and receive on-going training and development regarding how this tool might best be used to communicate between staff, with students, with families and ultimately to improve student outcomes.

##### **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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	299,215.00	X	Pages 18, 23
Title II, Part A	Federal	0		
Title III, Part A	Federal	44,840.00	X	Pages 18, 23
Title III, Immigrant	Federal	0		Pages 18, 23
Tax Levy (FSF)	Local	4,056,794.00	X	Pages 13, 18, 21, 23

**<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.

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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) Template**

**[School name]**, 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>200</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>7</u>
# of certified ESL/Bilingual teachers: <u>5</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

## Part C: Professional Development

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

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

Begin description here: The Professional Development Plan at LESP has been designed to reflect "rigorous and responsive learning experiences for students and educators" as defined by both the NYC Department of Education's 2014-2015 Citywide Instructional Expectations and the Department of Education's 2014-2015 Quality Review Rubric on which those instructional expectations were based. The goal of professional development at LESP is to provide both teachers and administrators with a variety of opportunities and contexts in which to practice, reflect on, and refine ideas about the pedagogical beliefs and practices that result in increased academic achievement for the students at our school. As was stated above, given the unique demographic of our student population our professional development focus necessarily seeks to address the academic literacy skills that are considered best teaching practices for ELLs and the academic and the support of academic and personal behaviors that are often reserved for students identified as having had interrupted education.

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

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

Designs for Learning- DFL is a weekly, teacher-led professional learning experience (4 sessions per

## Part C: Professional Development

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

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

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

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

The discussions, artifacts and student work that result from each DFL cycle directly inform the work of our PD Committee which includes administrators, SIFE grant activity teachers and our Literacy Coach (see Designs for Learning Facilitators / PD Committee see below.)

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

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

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

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

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

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

**Part C: Professional Development**

teaching \_\_\_\_\_

-

**Part D: Parental Engagement Activities**

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

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

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

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

**Part E: Budget**

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

Allocation Amount: \$56440

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

**Part E: Budget**

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

Allocation Amount: \$56440

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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>515</b>
School Name <b>Lower East Side Preparatory 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>Martha Polin</b>	Assistant Principal <b>Samantha Pritchard</b>
Coach <b>Richard Ciriello</b>	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Min Zhao</b>	School Counselor <b>April Chan</b>
Teacher/Subject Area <b>Yufai Bilge (Science)</b>	Parent <b>Shun Yi Ye</b>
Teacher/Subject Area <b>Mi Yang (Social Studies)</b>	Parent Coordinator <b>Cheechee Kung</b>
Related-Service Provider <b>Luquan Wang</b>	Borough Field Support Center Staff Member <b>Maria Broughton</b>
Superintendent <b>Lashawn Robinson</b>	Other (Name and Title) <b>Rene Anaya, AP</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	<b>11</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>3</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>559</b>	Total number of ELLs	<b>360</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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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 type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

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

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): <b>Chinese, Spanish</b>
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>	360	<b>Newcomers</b> (ELLs receiving service 0-3 years)	341	<b>ELL Students with Disabilities</b>	3
<b>SIFE</b>	60	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	31	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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>	324	50	0	17	6	0	2	1	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	17	3	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese											117	84	56	0
SELECT ONE											36	34	16	0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* 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								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**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: \_\_\_\_\_

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														0
Chinese														0
Russian														0
Bengali											4	3		0
Urdu														0
Arabic											1			0
Haitian												2		0
French											4			0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other JA, TI, VN											1	1	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)											71	33	2	0
<b>Emerging</b> (Low Intermediate)											38	33	13	0
<b>Transitioning</b> (High Intermediate)											14	21	15	0
<b>Expanding</b> (Advanced)											25	37	43	0
<b>Commanding</b> (Proficient)											1	3	2	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													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	89		57	
Integrated Algebra/CC Algebra	3	181	3	160
Geometry/CC Algebra	29		29	
Algebra 2/Trigonometry Math _____	8		8	
Chemistry				
Earth Science	2	42	1	38
Living Environment	1	118	1	107
Physics				

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	1	154	1	125
Geography				
US History and Government		59		46
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.  
 At LESP, students who enroll are tested initially to evaluate the students' levels of reading, writing, listening, and speaking through the NYSITELL. Additionally, we administer an in-house native language test in Spanish and Chinese, which include a reading and writing prompt in their respective home language. We also administer an in-house math examination. After evaluating these assessments, we place the student into an ENL course that matches their level and required number of minutes. Additionally, the SIFE questionnaire and Spanish LAB-R if qualified are given. Due to a large variety of ENL and content courses offered at LESP, teachers then re-assess the new students using their own diagnostic assessments to ensure the student is placed correctly in the class. Students take a companion English course that focuses on targeted skills. As a school, we continually use the NYSESLAT, department-wide midterms, performance tasks, and other teacher-developed assessments to track student progress. In our professional development teams, ENL teachers work together to identify and address patterns of weakness in literacy and student progress. We examine and track student achievement through a data inquiry process, oftentimes adjusting the curriculum based on our findings. As our students advance through the different ENL levels (from 1-8), teachers start preparing students for the English Regents, the SAT, as well as college-level reading and writing.
  - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Students are given the NYSITELL within ten school days of enrollment and are administered the NYSESLAT in May. The New NYSESLAT test was administered for the first time in May 2015, and we received results at the end of August 2015. According to the NYSITELL, we take in a larger number of students at the Entering and Emerging Level (41 out of 58 students since June 2015). We receive fewer students at the Transitioning, Expanding and Commanding Level (17 out of 58 students). We hope to see a trend of improvement and growth for these students in the upcoming NYSESLAT test in May 2016.
- Due to the changes made in the New NYSESLAT test and the method of calculating the scores, it is difficult to compare it to the previous years' score to observe patterns. The format of the new test may be a factor that affects the scores. By observing the results for the new NYSESLAT, we still have a large number of students at the Entering (76) Level; however, we see a substantial increase of the number of students at Expanding (99) and Commanding (54) level.

In addition, the data also reveals that the smallest group at LESP is at the Transitioning Level. However, taking into consideration of the changes made by NYSED to split the Intermediate Level in the old NYSESLAT test into two categories (Emerging-51 and Transitioning-42), we can see that the number of our students at the intermediate level (Emerging and Transitioning) and advanced level (Expanding) surpasses the Beginning Level (Entering), which indicates that we are making progress in their language acquisition and proficiency level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

All ENL teachers use assessments like the NYSESLAT, English Regents, teacher-created midterms/finals, and other assessments to guide curricula. With the AMAO tool, we are easily able to focus on the progress towards achievement for specific subgroups of ELLs. By examining student data, we are able to create after-school courses, lunch and after-school tutoring, and invite students to participate in arts programs that target sub-populations that need extra help towards making progress on English proficiency. For example, SIFE students can take a course called "Walking and Talking NYC" which explores the city through field trips, reflective journaling, and work on their literacy skills through this shared experience. Teachers also noticed that certain adjustments in their curriculum need to be made. Students are now exposed to a variety of non-fiction texts of varying lengths, and are given extra time to read closely to determine what the text says explicitly, and to make logical inferences from it. Additionally, teachers are working with students to cite specific evidence in writing and in spoken English to support conclusions they draw from texts, as well as presenting arguments that use valid reasoning.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

At LESP, we do not put students into grades. Instead, all students start with the credits they have earned in their home country or previous school and work towards the 44 credits and 5 Regents exams needed for graduation. Due to their over-age status, we do not like to give students labels. We are not currently giving ELL Periodic Assessments. Rather, we have created midterms and finals that reflect skills learned at each stage, across each ENL level.

We have noticed that students who first enter our school as an Entering or Emerging level who choose the TBE program feel much more comfortable when instructed in their native language. They are able to understand the various content areas, fare better on assessments, and need less repetition of courses. Materials are often translated, with English directives. As students progress through the eight levels of ENL coursework, after level four, the student is programmed for classes that are monolingual English. Less translations are given, students are expected to use their dictionary or glossaries, and they are given the supports necessary for success, as all teachers follow the SIOP model of teaching.

Students who choose the Freestanding ENL program often do so because we only have bilingual Chinese and Spanish teachers. Students typically are immersed in monolingual content courses, while taking ENL and ELA classes. It takes a bit more time for students to acclimate, from a semester to a year. Content area teachers work to create lessons with the SIOP method and with principles from the Universal Designs for Learning template, making the content accessible to all.

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](#).]  
N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

At LESP, the focus and mission of our school is to ensure all our students are college and career ready. With our predominant ELL population, teachers who are hired either speak a second language, or are trained using the SIOP method and principles of UDL to ensure English language development. We have an extensive Professional Development program which allows teachers to share best practices, collegially plan lessons, and push each other towards being 'highly effective' under the Danielson rubric. The instructional decisions teachers make each day value the need for both content and language objectives, as well as an understanding that students learn in different ways. Teachers know that it is necessary for students to develop their English skills all aspects of their day, from core classes to their electives, and they all build it into their curriculum.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

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

We evaluate the success of our programs for ELLs in a variety of ways. Currently, we amass information from teachers and students, and make changes based on the following pieces of data: the NYSESLAT score growth, the English Regents passing rate, the academic growth of students, SAT scores, alumni surveys on college preparation, and parent response. The Literacy Coach, Richard Ciriello, works with the ENL Department to address and reevaluate our benchmarks for ENL students. Specifically, ENL teachers map out the curriculum at each level, aligning the various skills.

## 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.

LESP has rolling admissions because we are a transfer school. Most of our students come at the start of each semester, September and February. About 65% of the students are recent immigrants from China and South America, and speak various levels of English with some not knowing any English on arrival. At registration there are several school aides, guidance counselors, parent coordinator and family paras that speak Chinese, Spanish and English and assist families through the registration process. Before families even receive paperwork there is an oral assessment to identify possible ELLs. During the intake process, the following steps are taken in order to identify possible ELL students: The Home Language Identification Survey is given. Once a Parent/Guardian indicates that the child speaks, reads, writes, and understands a language other than English, the ELL testing and compliance coordinator and licensed ESL teacher, Min Zhao, interviews the student to assess English language capability. By taking the in-house ENL placement test, similar to the NYSITELL, if the student has been accepted, the Guidance Counselor will program the student for classes. Within the first ten days the student is administered the NYSITELL. If students have attended a prior NYC school, the student is interviewed to assess their ESL level in order for them to be placed in our ENL classes based on our benchmarks and ATS records of previous NYSITELL/NYSESLAT scores. Based on the NYSITELL results, students' programs are adjusted accordingly by the Guidance Counselor. Spanish speaking students are given the Spanish LAB-R. If we find that students are at a low level in English, they are programmed for a special ENL Seminar class which meets every day along with their double period ENL class. Chinese and Spanish speaking students are given an in-house reading and writing assessment to determine their native language fluency. This helps us determine potential SIFE students as well as target these students, with a low level, for after school classes and those at a high level for the Advanced Placement classes. These results help the school community understand their fluency in their native language. Spanish and Chinese speaking students are programmed for a Native Language Arts class along with ENL. The NYSESLAT is administered yearly during the Spring semester. ELL and bilingual-certified teachers conduct the oral section of the test. The reading, writing and listening subtests are administered in one day to all entitled ELL students. This process is coordinated by Rene Anaya, the Assistant Principal supervising testing and by Ms. Zhao. The NYSESLAT scores are entered into the system during the summer after they have been submitted to the Regional assessment coordinator. In the fall, the ELL testing and compliance Coordinator, Min Zhao, prints a NYSESLAT report of scores to ensure student programs match the level of ESL. This information is shared with the guidance department in so that counselors can make further adjustments to program and schedule ELL students for the appropriate number of ESL minutes per day and instructional week. In addition, parents and guardians receive written notification if the students will continue to receive services, as well as if they are no longer entitled. If students are no longer entitled to services, their programs are adjusted by their Guidance Counselor.

2. 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).

The ELL testing and compliance coordinator administers the SIFE questionnaire (using a Spanish translator when necessary) during registration to gather information about the students and their previous learning experiences. Additionally, Ms. Zhao conferences with the math teachers to determine who falls 2+ years below peers on the initial math assessment given at registration and during the first week of class. The Native Language Arts teachers give feedback to the ELL testing and compliance coordinator about the native language proficiency level of students to determine how to best serve the students.

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).

LESP has one bilingual Chinese SPED teacher, Ms. Luquan Wang, and currently we are only able to serve students through a SETSS environment. Because we have a limited number of seats in the SETSS class, we are only able to accommodate eight students each period. When we encounter students who are over-age new immigrants, they typically do not have an IEP. If the teachers, guidance counselor, or parent recognize that their student is struggling, students may be recommended for help through the SETSS class, tutoring, and proper procedures are taken if the student needs an IEP or testing accommodations. When we receive transfer students

from a different school with an IEP, we ensure that students are able to be served in a SETSS environment. When the student enrolls, we then ensure the guidance counselor provides the student with a program that reflects their needs as a SPED ELL, and all additional services are provided for them. Teachers, guidance counselors, and the administration continue to monitor and evaluate the students' progress, while communicating their needs through parent meetings.

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.

Directly after watching the video the Parent Survey and Program Selection form is completed and signed. These forms are stored in the student records office. The ELL testing and compliance Coordinator, Ms. Zhao maintains the files of the forms received and signed by parents at registration. All letters that are sent home following LAB-R testing are kept in binders in the ESL office along with copies of the HLIS and maintained by Ms. Zhao with a copy in the student's guidance folder. Parents receive all notification via students. Guidance Counselors deliver all letters personally to the students. After NYSESLAT scores are released in August, entitlement letters are mailed directly to parents/guardians.

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 told during the first parent meeting with the Parent Coordinator that informs them of this right, and that they could contact the Parent Coordinator, Guidance Counselor, or ENL teacher with their concerns.

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.

During the registration process parents are presented with the three program options: transitional bilingual, dual language and freestanding ESL. After students are interviewed and accepted, the Parent Coordinator, CheeChee Kung, who also holds a pedagogical license, a Bilingual guidance counselor, and if necessary, a Spanish speaking school aide meet with every parent. A DOE video for parent orientation is shown. This video describes the transitional bilingual, dual language and ESL programs for parents. The Parent Coordinator further explains the video and answers any questions which may arise in the native language of the parent. Parents make a program choice and sign the program selection form after they watch the video. Based on that choice, the Guidance Counselor explains how their child will be programmed for the academic semester. Ms. Kung also informs the parents that they can change their program selection at any time by contacting the ELL testing and accountability coordinator, Ms. Zhao. She informs them that within the first ten days of attendance, their child will be tested using the NYSITELL (for students new to the NYCDOE). They will be informed of the results in writing. Letters will be sent home via the student. Every Spring students are administered the NYSESLAT. Based on these results, guidance counselors make adjustments to individual student programs. Students, parents and/or guardians are notified if they are entitled to continue ELL services or if they are no longer entitled to ELL services. All letters are sent in the beginning of the year, September, via the student.

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.

Parents fill out and sign the Program Selection Form and Parent Surveys during registration after the Parent Coordinator explains the Bilingual/ ESL/ English Timeline. The ELL testing and accountability coordinator keeps the Program Selection Forms.

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

All forms are completed and collected during registration.

9. Describe how your school ensures that placement parent notification letters are distributed.

All forms are completed and collected during registration.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

ELL documentation is maintained in the ELL office and in student folders.

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.

At LESP, the testing coordinator, Rene Anaya, and the ELL testing and accountability coordinator, Ms. Zhao, along with the help of the literacy coach, Mr. Ciriello, set up a schedule in which the NYSESLAT is administered to the students. Since our school is predominantly ELLs, half of an instructional day is used to administer the reading, listening, and writing portions of the test. The speaking portion of the test is administered over 3 days. We ensure all students are tested and proctored by those who are not their ESL teachers.:

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Students, parents and/or guardians are notified if they are entitled to continue ELL services or if they are no longer entitled to ELL services. All letters are mailed home in the beginning of the year.

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 gathered information and research over the past 5 years, has indicated that 60% of our student population is more recently represented by rural areas rather than from urban areas. This information is collected through the RESI in ATS and the SIFE survey. In addition, the ENL teachers create and distribute students information surveys that help the school track the student populations. As a result of this data, we have had to increase the amount of lower level ENL classes. In addition, by comparing Master Schedules from HSST/STARS every fall term, when we register the majority of our students, we program more ENL I, II, III classes than in previous years. Since we keep a record of program selection and therefore know most parents choose bilingual education, the school adjusts available classes and course offerings through the Programming Office. We program students every semester based on course requests to build a school schedule. A bilingual program remains the most popular for Chinese and Spanish speakers, while other language backgrounds must opt for the ENL program. Over the past two years there has been an increase in the number of Spanish speakers from Central and South America. We hope to grow our Spanish bilingual program by hiring more teachers.

## 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.

At LESP the instructional period is 47 minutes. The bell schedule allows for classes to meet 5 times in a week, allowing a double period once a week. All the students go to lunch fifth period and fourth period is the same Monday through Friday. LESP uses a balanced literacy model and each classroom has its own library. Teachers use the SIOP model and lesson plan format. Teachers use guided or shared reading in their instruction. A full time literacy coach, Richard Ciriello provides professional development for teachers. Instruction is delivered in bilingual content areas using the SIOP model in conjunction with the workshop model, or other method that allows for student engagement. Student English language levels vary in all content classes, therefore, teachers must differentiate the instruction. ENL teachers work with content area teachers to design and deliver curriculum that supports content area classes. Currently, we are incorporating New York State's Common Core Learning Standards into daily instruction in all classes with the focus on text complexity. In NLA classes, the curriculum is designed to support the ELA standards, in order for students to be successful on the New York States English Regents. Through native literature, students learn the literary elements and how to answer the tasks on the English Regents Exam, such as the critical lens question. LESP offers the departmentalized organization model, with ESL being the largest department. ESL/English and NLA teachers work closely with one another to ensure student progress and proficiency on the NYSESLAT exam and English Regents exam. Students receive three periods of ESL and one period of NLA instruction. Both ESL and NLA classes are based on language level, not grade. Our other departments, Math, Science and Social Studies have both bilingual and monolingual teachers who meet regularly as a department. Again, classes are not organized by grade levels, rather on individual student needs. Students in ESL 1-4 are given bilingual classes in the content area, and classes are heterogenous or mixed English ability. Teachers are expected to differentiate instructional materials. When students reach ESL 5 we transition them into monolingual classes to ensure proficiency on the New York State Regents Exam, since many exams are not offered in their own language. Since we are a transfer school, every student is given an individualized program.

- b. TBE program. *If applicable.*

Instruction is delivered in bilingual content areas using the SIOP model in conjunction with the workshop model, or other method that allows for student engagement. Student levels vary in all classes, therefore, teachers must differentiate the instruction. ESL teachers work with content area teachers to design and deliver curriculum that supports content area classes. Currently, we are incorporating New York State's Common Core Learning Standards into daily instruction in all classes with the focus on text complexity. In NLA classes, the curriculum is designed to support the ELA standards, in order for students to be successful on the New York States English Regents. Through native literature, students learn the literary elements and how to answer the tasks on the English Regents Exam, such as the critical lens question. Both ESL and NLA classes are based on level not grade. Our other departments, Math, Science and Social Studies have both bilingual and monolingual teachers who meet regularly as a department. Again classes are not organized by grade only on students individualized needs. Students in ESL 1-4 are given bilingual classes in the content area, and classes are heterogenous or mixed English ability. Teachers are expected to differentiate the material. When students reach ESL 5 we transition them into monolingual classes to ensure proficiency on the

New York State Regents Exam, since many exams are not offered in Chinese. Since we are a transfer school, every student is given an individualized program.

c. DL program. *If applicable.*

N/A

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)?

Students tested at the Entering (Beginner) level receive 2 periods daily of ENL instruction, and 1 period of integrated ENL/ELA per week, totalling 675 minutes per week. Students in Emerging/Transitioning (Intermediate) level receive 1 period daily of ENL instruction, and 1 period of integrated ENL/ELA per week, totalling 450 minutes per week. Expanding (Advanced) students receive 1 period daily of ENL instruction, and 1 period of integrated ENL/ELA per week, totalling 450 minutes per week. We offer more than the mandated minutes according to each proficiency level due to our previous history of success in preparing students for the English Regents and to become college and career ready. We also promote the attendance of the after school ENL courses that help build and reinforce language skills. Simultaneously, students who opt for the Transitional Bilingual Education program (TBE) receive at least 180 minutes of Native Language Arts instruction per week. Classes/periods are 45 minutes and meet five times a week. We also offer a wide range of after school programs to help students gain credit. These courses are developed to meet the needs of our students which includes skill building, remediation and enrichment in English Language, as well as opportunities for our overage population to earn credits toward graduation. Students are identified by their teachers, Guidance Counselor, Inquiry Team, or PPT. In addition, we target students in specific cohorts that need to pass the English Regents. That specific group of students is further divided into ESL levels. These classes are funded through Title III, SIFE grants, Fair Student Funding, and other grants. In addition to after school classes, students may be referred to summer school or lunch time tutoring with content teachers or peer tutoring. These opportunities are offered in English, Chinese, and Spanish.

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.

There are currently 11 fully certified ESL teachers, 10 fully certified bilingual and one ESL/bilingual teacher at the school. We currently offer 33 ENL/Integrated ENL-ELA Classes ranging from ESL 1 (Emerging) to ESL 7/8 (Expanding). At registration, students are placed in ESL classes based on the student's NYSITELL score. Our Bilingual program provides instruction in Chinese or Spanish. For example, we offer Bilingual Living Environment Term One, students can expect the teacher to be licensed in the correct content area and be able to deliver the instruction in Chinese as well as English. As the term progresses, the administration expects instruction to be mostly in English by the end of the term. In a regular Living Environment class Term One the instruction is entirely in English with glossaries to help the students. Currently, we offer the following courses as bilingual: Living Environment term one and two, Earth Science term one and two. Forensics, Living Environment, Earth Science, and Chemistry are in English only for our American transfer students and open to ESL students who are at an ESL level 5 and above or for those who opt for a standalone ESL program. The Social Studies Department offers Global and US History as bilingual classes. Economics and Participation in Government are only in English, however students taking these classes are at an ESL Level 5 or better before being considered for programming. The Math Department offers Algebra and Geometry in the bilingual program. We offer these classes in English for Transfer students and free Standing ENL students. Currently, LESP has a teacher working towards getting his license in bilingual Spanish US and Global history. Trigonometry and AP Calculus instruction is delivered in English only, with glossaries to assist instruction. All teachers across the content area provide translated materials, work on vocabulary development, and use modified materials for ELL students. Many of the ENL teachers also offer supplementary lessons to support all content area classes. All materials correspond to the level of each student as determined through formative and summative assessments developed by teachers, as well as performance on periodic assessments, and the NYSESLAT. The whole LESP staff is engaged in on-going weekly professional learning, called Designs for Learning. There, collaborative content area groups gather with at least one ESL teacher to facilitate a modified Japanese Lesson Study. Teachers infuse their lessons with a focus on the CCSS, their personal Danielson goals, as well as the topic of discussion. Each lesson is collaboratively designed, observed with a critical eye, and is then given feedback through the use of protocols. Each teacher then transforms their lesson plans to incorporate what they have learned. The department teams also collaborate to create performance-based CCSS-aligned tasks, and uses them as periodic assessments. During department meetings, teachers gather to discuss their students' performance, and continually adjust their unit and lesson plans to meet the needs of their students. By supporting each content area with a teacher from the ESL department, content teachers are reminded of the different language learning strategies that can be used.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

NLA and bilingual teachers assess students regularly using formative and summative assessments throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At all levels in our ENL program students are consistently evaluated in reading, writing, listening and speaking. Teachers have collaboratively created midterms and finals that reflect the different modalities. In the day to day instruction, student progress is measured through formative assessments.

6. How do you differentiate instruction for 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

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

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

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

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

D. The majority of our ELL students are recent immigrants from China and South America. These students graduate within three years of high school. Our graduation rate for students who spend at least two consecutive years at LESP is 84%. Most students are not with us for six years. Students that are ELLs and come from other schools and have not gained proficiency and are targeted as a long term ELL receive additional supports after school through enrichment classes. These classes also support students in obtaining high school diploma requirements. During the regular school day, long term ELLs are given support through differentiation of lessons, scaffolded and tiered lesson planning.

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

7. 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.

Those who are re-identified as an ELL are put into the correct classes by the Guidance Counselor and are supported in and out of the classroom to ensure the student makes adequate academic progress. Those who opt out of ELL services also benefit due to all teachers planning with students who are ELLs in mind. All lessons are scaffolded and differentiated to ensure access to the content.

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?

Teachers of ELL-SWDs plan lessons with their students in mind, and have created a variety of differentiated materials. The SPED teacher conducts frequent professional development sessions with teachers to share these materials. Strategies like using translated graphic organizers, creating picture glossaries, and using technology allow ELL-SWDs access the material.

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?

Chart

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

### 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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
	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(u) 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.

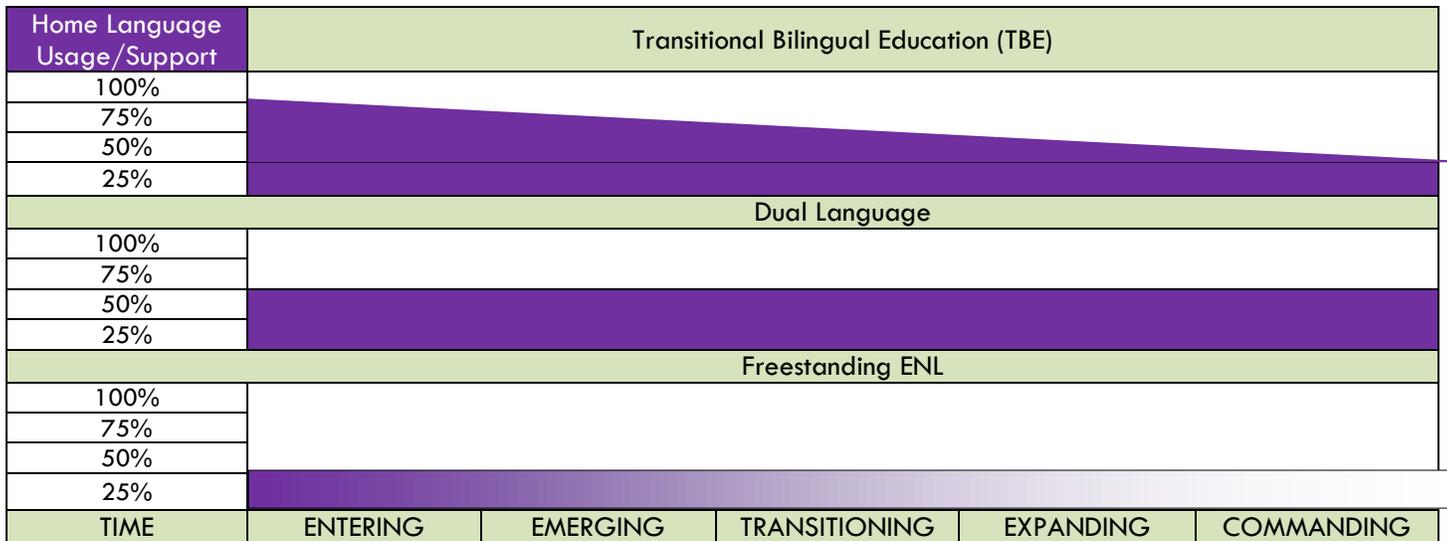


\*Note: “other approved services” does not apply to New York City at this time.

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 LESP we offer a range of after school programs for students that are struggling and need additional support. The Guidance Department identifies students that need to take the ELA and Math Regents exams. Students who are not performing at grade level are given a Math Lab. Students can also attend tutoring after school, in which students are paired up with someone who speaks the same language as them. We have also cultivated and trained peer tutors of all subjects, so students who need help are given the opportunity. Students who are not meeting grade level standards in English are given an additional class after school. Each ELA class is targeted to the different ENL levels. To target interventions for science classes, individual teachers provide tutoring time before the day starts, during lunch, and after school. The science lab specialist is also a resource who sits with students to complete any labs or assignments. Social studies teachers do the same, however, there is also an additional Global Support class that gives students targeted ESL and Global history instruction. Two SS teachers and a science teacher also offer after school courses that help fortify and connect concepts with the classes taken during the day. All science teachers speak English, as well as Chinese or Spanish. Of our SS teachers, two speak Chinese, and two speak Spanish. While all non-bilingual courses have an ENL focus, teachers working collaboratively to translate course materials and being able to speak their students' home language allows for students to attain content knowledge better.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program has been replicated at many schools, and due to the percentage of students who pass the English Regents, are successful in college, who show growth on the NYSESLAT, and in-house Performance Tasks, the teachers, administration, and community find our program highly effective. With a variety of ENL and English courses, teachers promoting literacy through the SIOP method in the content areas, as well as in electives and physical education, students are acquiring English at a faster pace than normal. Within two years of rigorous coursework at LESP, students are able to move into and compete academically in monolingual classes.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming school year, the ENL Department will continue to refine their work to make the CCLS accessible to the ELLs. Additionally, we have accepted students who are long-term ELLs, and have created a course targeting these students to allow them to pass the NYSESLAT and English Regents after school. We are also looking to offer afterschool classes that are specifically geared towards ELLs, including Government and Economics, to meet the linguistic and background knowledge challenges students face.
13. What programs/services for ELLs will be discontinued and why?  
With adequate funding, we hope to be able to continue all of our ELL programming.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our school is set up for equal access. Since most of our students are ELLs, teachers encourage students to attend after school tutoring, volunteering, and after-school classes. Also, they are given information through the Parent Association and SLT meetings, as well as from their guidance counselors and teachers. All students' programs are individualized to ensure students are able to access the curricula appropriate to their levels. We try to ensure that all information disseminated is translated into their home languages.
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.  
Teacher-created bilingual and scaffolded English language materials, bilingual textbooks, glossaries and dictionaries in all the languages our students speak. All teachers have signage in their rooms, including sentence starters and word walls in their native language and English that allow students to actively participate in our classrooms. The vast majority of our students are ELLs, so each classroom equipped with Smartboards, laptop carts, iPads, electronic books, are all available to the students. We boast an ELL focused library containing leveled ESL books, graphic novels, and literature in both English, Spanish, Chinese, and other various languages.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Most of our staff is bilingual. Students take NLA classes in Chinese and Spanish, and are offered the opportunity to take AP language classes. Our Parent Coordinator works with families to raise awareness about the ways in which use of home language can support bilingual literacy. For students who opt into the ENL program, we provide content and support materials in the students' native language. All ENL students have glossaries and dictionaries in their home language. Students are also offered technology to help access information in their home languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
The ELL Coordinator, Min Zhao tells the Guidance Counselor what level the students are and which classes they need to be in. The Guidance Counselor then programs the student for the classes. After the student is enrolled, Ms. Zhao checks each students' program to ensure the services and resources correspond to their levels. If there are any discrepancies, they are brought to the attention of the Guidance Counselor, who would immediately correct it to their best ability.

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).

In the beginning of the school year, all students attend an assembly to get introduced to various personnel who would help them throughout their time at LESP. Each October we have a new student picnic in which all new students are invited to attend for free. Our Coordinator of Student Activities holds monthly events for all students. There are various clubs and teams for students to join, and the Guidance Counselor, Parent Coordinator, and Teachers all help to advertise for them. All flyers and advertisements are written and spoken in three languages to allow all students access.

19. What language electives are offered to ELLs?

Students are able to take NLA, AP Chinese, and AP Spanish.

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)?

N/A

## 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.)  
LESP aligns its yearly professional development plan to the Citywide Instructional Expectations, Danielson's Framework for Teaching, New York State Professional Learning Standards, and more recently, Byrk's Framework for Great Schools. All teachers receive professional development on employing the SIOP method for lesson planning. All administrators, bilingual content area teachers, NLA teachers, and ELL teachers participate in a uniquely designed professional learning experience weekly at LESP known as Designs for Learning. Designs for Learning is set up in a module format, where teachers engage deeply in a topic for an extended amount of time. This school year, 2015-2016, the focus will be on Questioning, Student Discussion, and CCLS Student Writing. Every module within D4L will focus on CCLS and Danielson's Teacher Framework. During the sessions, teachers use a variety of data; including Regents, NYSESLAT, in-house assessments, and student work to determine curricular items in need of improvement. By examining student work through protocol-based discussions, teachers transform their lessons to address the module's focus. Teachers work together in departments to show how students have acquired the particular skill or content that was identified as in need of improvement. All teachers show how they've workshopped their units. Richard Ciriello, the Literacy Coach, continues to work with teachers on an individual basis to create lessons that better align to the SIOP method of planning. The Generation Ready professional developer visits our school once a week to provide one-to-one professional development to targeted teachers for a six-week cycle. At the end of the six-week cycle, the teacher's classroom becomes a lab-site for other teachers to visit and observe the work that was accomplished and provide feedback. We continue to partner with Lincoln Center (Learning English and Drama program), which provides professional development to three teachers on staff.

As our students are mostly new immigrants, transitioning from high school in China or Dominican Republic to the US, the guidance counselors meet with each student and parent prior to giving them their programs to talk about what they should expect and how to approach certain situations. There are also students who transfer from other NYC high schools, and transition counseling occurs. The students are also enrolled in the afterschool Walking and Talking NYC course, which addresses the new culture they are in. The staff is reminded at the beginning of the year of the special needs our students have as ELLs, newcomers, transfer students, etc. The guidance team also attends PD through various entities like the DELLSS, CollegeBoard, Child Mind Institute, Living Undocumented, and other organizations to broaden their skillset to support ELLs. These workshop materials are then turnkeyed to each other, and to the teachers so that all staff are updated. Because more than 70% of our population are immigrants from China or Spanish speaking countries, every Professional Development opportunity is geared toward ELL training for content teachers. Designs for Learning occurs weekly and uses the SIOP model of lesson planning. Our literacy coach continues to hold lunch time meetings for content area teachers interested in extending their understanding of different approaches to ELL instruction. Our mandated Professional Development days are focused on refining our understanding of the CCLS in conjunction with Universal Design for Learning strategies that focus on ELLs. All minutes, agendas, and sign-in sheets are kept and filed in the Principal's office and Teacher Center to ensure teachers receive the required amount of PD.

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?  
In addition to the in-house Designs for Learning sessions, teachers are given opportunities to attend PD given throughout the city and country. Our teachers are encouraged to attend PD offered by DELLSS, Teachers College, and other organizations around the city. A rotation of teachers are sent to TESOL conferences each year, and valuable information is then turnkeyed.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
N/A
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.

All teachers are given PD with an ELL focus due to the nature of our school. When engaging in our D4L sessions, our ELL students are kept at the forefront of discussions. When teachers bring in student work to examine, over 80% of the students are ELLs or former ELLs, who need to be college and career ready. All PD activities are planned with ELLs in mind, and the agendas are created by the UFT Teacher Center Coach, Richard Ciriello along with the AP, Samantha Pritchard. Additionally, teacher leaders keep a binder of the work and activities done during D4L, also taking attendance through sign-in sheets.

### 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?

At LESP during the registration process, our staff speaks to parents about their involvement being vital to their child's success at school. Our Parent Coordinator, CheeChee Kung and Guidance staff encourage parents to play an integral role in their child's education. During registration, all parents are given assistance in accessing PupilPath, a gradebook communication platform. Ellen Wong, our family Para, assists parents in finding free or reduced medical services. Ms. Kung also discusses LESP's Parent Association's purpose and meeting times. All parents are encouraged to attend School Leadership Team meetings as well as the Title I Parent Advisory Committee. Parents are offered classes to learn English and to participate in acculturation activities around the city such as Broadway plays and visits to museums. Parents are invited to attend Parent Teacher Conferences in the fall and spring, as well as Curriculum Night. Teachers call and meet with parents/guardians on a regular basis to keep them abreast to how the students are progressing.

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.

All teachers, Guidance Counselors, and Administrators keep a log of contact with parents, either on paper or electronically through PupilPath anecdotes. This information is shared with other staff so that everyone knows how the student is progressing.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. During registration, all parents are given assistance in accessing PupilPath. Ellen Wong, our family Para, assists parents in finding free or reduced medical services. Ms. Kung also discusses LESP's Parent Association's purpose and meeting times. All parents are encouraged to attend School Leadership Team meetings as well as the Title I Parent Advisory Committee. Parents are offered classes to learn English and to participate in acculturation activities around the city such as Broadway plays and visits to museums. Parents are invited to attend Parent Teacher Conferences in the fall and spring, as well as curriculum night. Teachers call and meet with parents/guardians on a regular basis to keep them abreast to how the students are progressing.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? LESP has consistently worked with Chinese-American Planning Council, Grand Street Settlement Beacon Program, Affinity Health Plan, Health Corps, Charles B. Wang, APEX, and Asian Americans for Equality to provide workshops and services for parents. Examples of the workshop topics are: How to Apply to College, How to Apply for Financial Aide, Parenting in the American Culture, Breast Cancer Awareness, How to Quit Smoking, Teens and Sleep and ESL/Computer Skills.

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

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

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

Since more than 80% of our parents are ELL and new immigrants, ESL and computer skill classes are the most in demand. We provide ESL/Computer Skill class for the parents every Wednesday from 6PM to 8PM. Considering the parents may not have time to eat after work; we also provide snacks before each class. Every effort is made to reach out to parents and help them to feel at home and create a sense of belonging. The doors of LESP are always open to parents. Additionally, the Parent Coordinator publishes a monthly newsletter, which is translated into Chinese and Spanish, and provides parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, after school activities and highlights student achievements. LESP further involves parents through workshops like: how to apply for college and financial aid, how to identify depression in students, and how to get citizenship/home equity loans, and other various topics parents inquire. We contact parents through phone masters, phone calls, and PupilPath, an online gradebook platform that can convey student progress. With an active School Leadership Committee and Parent Association, we are proud to say that we have over 80 parents attending our meetings monthly and actively participate in the school community.

#### 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.

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

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

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)
Martha Polin	Principal		10/27/15
Samantha Pritchard	Assistant Principal		10/27/15
Cheechee Kung	Parent Coordinator		10/27/15
Min Zhao	ENL/Bilingual Teacher		10/27/15
Shun Yi Ye	Parent		10/27/15
Yufei Bilge (Science)	Teacher/Subject Area		10/27/15
Mi Yang (Social Studies)	Teacher/Subject Area		10/27/15
Richard Ciriello	Coach		10/27/15
	Coach		1/1/01
April Chan	School Counselor		10/27/15
Lashawn Robinson	Superintendent		10/27/15
Maria Broughton	Borough Field Support Center Staff Member _____		10/27/15
	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: **01M515**

School Name: **Lower East Side Preparatory**

Superintendent: **La**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

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

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.

We are currently serving the following families:

Albanian - 1  
Amoy - 4  
Arabic - 2  
Bengali - 9  
Bosnian - 1  
Chechen - 2  
Chinese - 66  
Cantonese - 136

Czech - 1  
French - 6  
Haitian Creole - 2  
Japanese - 1  
Mandarin - 118  
Russian - 1  
Spanish - 120  
Tibetan - 1  
Turkish - 1  
Vietnamese - 1  
Wolof - 1  
The rest speak English

## **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.)

Due to our mostly immigrant student population, teachers are constantly translating materials for students and families. Each month we send out newsletters that are translated into Chinese and Spanish, which includes information about Parent-Teacher Conferences, afterschool programs, testing dates, etc. We also host a Curriculum Night in which all flyers are translated as well. We use PupilPath to communicate with parents, which automatically translates any emails sent through the platform. To get parents signed up, we send home translated directions. All attendance letters, guidance requests are sent in the students' home language.

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.

LESP has an open door policy for students and parents. In addition to the Curriculum Night (9/30, 5/10), PTC (11/19-20, 3/10-11, and SLT meetings (9/29, 10/27, 11/19, 12/15, 1/12, 2/23, 3/10, 4/19, 5/17, 6/7), we hold guidance and attendance meetings/phone calls daily.

## **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.

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

2. Describe 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.

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

#### **Part 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 members are given flyers to place by their phones to remind them of the over-the-phone interpretation services. Those who are bilingual make phone calls in the languages of the students on behalf of teachers who do not speak a second language.

#### **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

When parents enroll their child into our school, the Parent Coordinator provides this information during the initial meeting. This information is translated and/or an interpreter is present to explain this information to the parent.

#### **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)

We will use the parent survey results as well as any written or verbal feedback gathered by our staff to evaluate the quality and availability of services.