2018-19
COMPREHENSIVE EDUCATIONAL PLAN (CEP)

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

School Name: LOWER EAST SIDE PREPARATORY HIGH SCHOOL

Principal: Rene Anaya
Comprehensive Educational Plan (CEP) Outline

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## Section 1: School Information Page

### School Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name:</strong></td>
<td>Lower East Side Preparatory High School</td>
</tr>
<tr>
<td><strong>School Number (DBN):</strong></td>
<td>01M515</td>
</tr>
<tr>
<td><strong>BEDS Code:</strong></td>
<td>310100011515</td>
</tr>
<tr>
<td><strong>Grades Served:</strong></td>
<td>10-12</td>
</tr>
<tr>
<td><strong>School Address:</strong></td>
<td>145 Stanton Street, 4th Floor, New York, New York 10002</td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>212 505-6366</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>212 260-0813</td>
</tr>
<tr>
<td><strong>School Contact Person:</strong></td>
<td>Rene Anaya</td>
</tr>
<tr>
<td><strong>Email Address:</strong></td>
<td><a href="mailto:ranaya@schools.nyc.gov">ranaya@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Principal:</strong></td>
<td>Rene Anaya</td>
</tr>
<tr>
<td><strong>UFT Chapter Leader:</strong></td>
<td>Analiese Robinson</td>
</tr>
<tr>
<td><strong>Parents’ Association President:</strong></td>
<td>Marie M. Gilles</td>
</tr>
<tr>
<td><strong>SLT Chairperson:</strong></td>
<td>Marta Ralston</td>
</tr>
<tr>
<td><strong>Title I Parent Representative (or Parent Advisory Council Chairperson):</strong></td>
<td>Marie M. Gilles</td>
</tr>
<tr>
<td><strong>Student Representative(s):</strong></td>
<td>Yuqian Xiao</td>
</tr>
<tr>
<td></td>
<td>Miguel Wu Liang</td>
</tr>
<tr>
<td><strong>CBO Representative:</strong></td>
<td>N/A</td>
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### District Information

<table>
<thead>
<tr>
<th>Field</th>
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<tbody>
<tr>
<td><strong>Geographical District:</strong></td>
<td>01</td>
</tr>
<tr>
<td><strong>Superintendent:</strong></td>
<td>Paul Rotondo</td>
</tr>
<tr>
<td><strong>Superintendent’s Office Address:</strong></td>
<td>198 Forsyth Street New York, NY 10002</td>
</tr>
<tr>
<td><strong>Superintendent’s Email Address:</strong></td>
<td><a href="mailto:PRotond@schools.nyc.gov">PRotond@schools.nyc.gov</a></td>
</tr>
<tr>
<td><strong>Phone Number:</strong></td>
<td>646-654-1261</td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
<td>646-654-1742</td>
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### Field Support Center (FSC)

<table>
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<tr>
<th>Field</th>
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<tbody>
<tr>
<td><strong>FSC:</strong></td>
<td>Manhattan</td>
</tr>
<tr>
<td><strong>Executive Director:</strong></td>
<td>Yuet Chu</td>
</tr>
<tr>
<td><strong>Executive Director’s Office Address:</strong></td>
<td>333 Seventh Avenue</td>
</tr>
<tr>
<td><strong>Executive Director’s Email Address:</strong></td>
<td><a href="mailto:YChu@schools.nyc.gov">YChu@schools.nyc.gov</a></td>
</tr>
</tbody>
</table>
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rene Anaya</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Analiese Robinson</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Marie M. Gilles</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Karen Durnin</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Marie M. Gilles</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Yuqian Xiao</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Miguel Wu Liang</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Feng Li</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Marta Ralston</td>
<td>Member/ Staff</td>
<td></td>
</tr>
<tr>
<td>Lin Zhang</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Xinquin Su</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Yong Jiang Liu</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Jian Ying Huang</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our mission: We are all engaged in learning. To this end, there is clear communication that includes the evolving use of questioning and discussion techniques. Learning activities and assignments are engaging because they are academically rigorous and inherently interesting. We all grow and learn through assessment of and reflection on our work. We all demonstrate adaptability in contributing to the success of each lesson, each student, and each other.</td>
</tr>
</tbody>
</table>

2018-19 CEP
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Lower East Side Prep is a Title I, transitional bilingual transfer high school. Eighty-one percent of our student population - ages 17-21 years old - are recent immigrants and English language learners. The majority (52.5%) of our English language learners come from countries where Chinese languages are spoken. Our program continues to experience a significant increase in the number of Spanish-speaking students seeking English as a New Language (ENL) instruction - currently 20.16% 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, Bengali, Albanian, Amoy, Burmese, Thai, Russian, 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.

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 LES Prep. 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.

3. Describe any special student populations and what their specific needs are.

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 Pupilpath. They have a means of sharing anecdotal 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 them immediately, and in real time. Students can now examine their own behaviors and be directly involved in solutions.

4. Identify 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.

Our Comprehensive Educational Plan (CEP) goals are aligned with the Framework for Great Schools. We have made significant progress in the following areas: 1. Collaboration Teaching, teachers participate in opportunities to develop, grow and contribute to school improvement; 2. Supportive Environment, the addition of a certified, full time social worker has enhanced our student centered, guidance approach and address individual and familial student issues; 3. Effective School Leadership, our administrative team fosters professional growth by sending teachers and administrators to various professional conferences including the Association of Supervision and Curriculum Development (A.S.C.D.), the Harvard School of Education, and Teaching English to Speakers of Other Languages (T.E.S.O.L.) and relevant subject specific conferences. Our cabinet is made up of several staff representing various areas of focus.
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 care-taking responsibilities after school.

Nearly 74% of our students passed the New York State Common Core English Regents Exam in 2016-17, and the vast majority (73%) of our students applied to college. A 7% increase over the 2015-16 school year. In 2014-2015, we were ranked number one out of 47 transfer high schools in New York City according to U.S. News and World Report.

Approximately 44% of students who attend LESP are considered Students with Interrupted Formal Education (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 ENLs 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 four learning trends among many LESP students, and particularly among those who have been positively identified with interrupted formal education: our SIFE/ENLs 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 New York City Framework for Great Schools. The focus topics this year include:

   Engaging Learners Through Critical Thinking Questions

   - Knowing Your Students/Data-Driven Decision Making/Using Learner Work to Inform Instruction
   - Engaging Learners Through Critical Thinking Discussions
   - Establishing an Emotionally Supportive Classroom Culture
   - Supporting Learner Literacy Across the Content Areas
   - Assessing Learning Throughout the Learning Cycle
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 Professional Learning 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 Substance Abuse Prevention and Intervention Specialists (S.A.P.I.S.) 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.

3. There has been growth in teacher innovation and initiative. Teachers take ownership in key areas 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 fifteen 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 Public Schools Athletic League (PSAL) sports help to build school community. Social gatherings like the thanksgiving dinner serving some 300 students, the talent show 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. Admitting surveys to assess student needs, interest and possible interventions.
# School Demographics and Accountability Snapshot for 01M515

## School Configuration (2018-19)
- **Total Enrollment (2017-18):** 557
- **Grade Configuration:** 09-10, 11-12
- **SIG Recipient (Y/N):** No

## English Language Learner Programs (2018-19)
- **Transitional Bilingual:** Yes
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

## Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 1
- **# SETSS (ELA):** 48
- **# Integrated Collaborative Teaching (ELA):** 6
- **# Special Classes (Math):** 1
- **# SETSS (Math):** 31
- **# Integrated Collaborative Teaching (Math):** 6

## Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 5
- **# Music:** N/A
- **# Drama:** N/A
- **# Foreign Language:** 6
- **# Dance:** N/A
- **# CTE:** N/A

## School Composition (2017-18)
- **% Title I Population:** 79.0%
- **% Attendance Rate:** 79.7%
- **% Free Lunch:** 73.4%
- **% Reduced Lunch:** 0.4%
- **% Limited English Proficient:** 70.2%
- **% Students with Disabilities:** 4.7%

## Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 1.1%
- **% Black or African American:** 10.4%
- **% Hispanic or Latino:** 29.8%
- **% Asian or Native Hawaiian/Pacific Islander:** 37.1%
- **% White:** 1.8%
- **% Multi-Racial:** 1.1%

## Personnel (2015-16)
- **% Teachers with No Valid Teaching Certificate:** 0%
- **% Teaching Out of Certification:** 9%
- **% With Fewer Than 3 Years of Experience:** 13%
- **Average Teacher Absences:** 2.08
- **% Multi-Racial:** 1.1%

## Student Performance for Elementary and Middle Schools (2017-18)
- **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 (2016-17)
- **ELA Performance at levels 3 & 4:** 48%
- **Mathematics Performance at levels 3 & 4:** 78%
- **Global History Performance at levels 3 & 4:** 68%
- **US History Performance at Levels 3 & 4:** 45%
- **4 Year Graduation Rate:** 35.8%
- **6 Year Graduation Rate (2011 Cohort):** 48.2%
- **Regents Diploma w/ Advanced Designation:** 18.5%
- **% ELA/Math Aspirational Performance Measures (2015-16):** 14%

## Overall NYSED Accountability Status (2018-19)
- **Met Adequate Yearly Progress (AYP) in ELA:** N/A
- **Met Adequate Yearly Progress (AYP) in Mathematics:** N/A
- **Met Adequate Yearly Progress (AYP) in Science:** N/A

## Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

### Elementary/Middle School
- **American Indian or Alaska Native:** N/A
- **White:** N/A
- **Hispanic or Latino:** N/A
- **Economically Disadvantaged:** N/A
- **Students with Disabilities:** N/A
- **Black or African American:** N/A
- **Asian or Native Hawaiian/Other Pacific Islander:** N/A
- **Multi-Racial:** N/A
- **Limited English Proficient:** N/A

### High School
- **American Indian or Alaska Native:** N/A
- **White:** N/A
- **Hispanic or Latino:** N/A
- **Economically Disadvantaged:** N/A
- **Students with Disabilities:** N/A
- **Black or African American:** YSH
- **Asian or Native Hawaiian/Other Pacific Islander:** NO
- **Multi-Racial:** NO
- **Limited English Proficient:** NO

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2018-19 CEP
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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to our most recent Quality Review (2014-2015) we earned “Well Developed” in the areas of Teacher teams and leadership development, Curriculum, Assessment, and High Expectations. We earned a proficient in pedagogy. As a result of this proficient we have focused our efforts on having teachers provide students with tools and strategies to complete assignments independently. Our teachers continue to develop learning extensions to provide high achieving students with appropriate rigor and challenge. Our Quality Review addressed an issue with rigor, that our higher achieving students were challenged. There will be an increase in the number of student taking and passing the Advanced Placement Exams. We will develop more opportunities to choose more challenging assignments but giving hope early success to struggling students.

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, teachers need to work on developing more challenging questions.
- We strive to develop higher order thinking skills utilizing the Depth of Knowledge Levels.
- Our professional development efforts on text complexity, reflection on student outcomes and creating a culture of learners has been effective, but needs to be continued and evolved.
- Due to recent PPO, while have begun the process developing multiple entry points in student activities, staff demonstrates a range of skill in incorporating multiple entry Points, scaffolding and student engagement.
- Depth of Knowledge has become part of the “LESP language of instruction”
- Expanding of Advanced Placement Examination offerings continues to inform our instructional agenda, specifically with regard to vertical alignment and our investment in college and career readiness.

In our Designs for Learning Professional Learning community, teachers meet in departmental groups and work together to convert and adapt their existing curriculum to meet the Common Core Learning Strategies. 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. ENL teachers have created learning tasks modeled on the tasks found on the New York State English as a Second Language Achievement Test (NYSESLAT), while content area teachers have created similar NYS Regents-based learning tasks. September Professional Development was followed by our November professional development workshop during 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 2018-19 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 2019 18% of our student population will take Advanced Placement Examinations and earn college credit.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- 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). |

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teaching staff, Parents, students</td>
<td>Weekly meetings from August 2018 through June 2019.</td>
<td>The administration and professional development committee, Parent Coordinator, teachers.</td>
</tr>
</tbody>
</table>

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 School Quality Snapshot. The focus topics this year include:

- Developing multiple entry points for student learning activities.
- Knowing Your Students/Data-Driven Decision Making/Using Learner Work to Inform Instruction
- Engaging Learners Through Critical Thinking Questions
- Engaging Learners Through Critical Thinking Discussions
- Establishing an Emotionally Supportive Classroom Culture
- Supporting Learner Literacy Across the Content Areas
- Assessing Learning Throughout the Learning Cycle

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.
Our Parent Coordinator will ensure our School Leadership Team Meetings and Parent Meetings will include agenda items which address rigorous instruction and instructional strategies that may be employed to assist our students with disabilities and English Language Learners to succeed Academically and Socially. this process may feature subject area teachers addressing instructional issues with parents and the School Leadership Team.

### 3b – Parent and Family Engagement

| How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight. |
| Over the course of the year we will share curriculum night with parents and post curriculum activities on our website. We will hold parent workshops on how parents can support and encourage students’ academic efforts. |

### 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 | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| || C4E | || 21st Century Grant | | SIG | | PTA Funded | | In Kind | X | Other |

### Part 5 – Progress Monitoring

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

At the transition from Fall to Spring Semesters, student programs for those students in AP classes will reflect a continuation of those courses for 80% of the students. Family outreach and school conferences will specifically address student progress in the AP classes.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- Student programs, student report cards and School Leadership Team agendas specifying items on rigor, AP achievement and participation.

#### Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

As our population fluctuates, in terms of ethnicity, languages, and number of students served, we respond to their needs in order 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), Muslim club and Spanish Speakers club were developed as a result of student interest and other clubs including chess, knitting, the Chinese Culture Club and the English Language club. Additionally, student activities, such as the New Student Welcome, the Coordinator of Student Activities programs, the annual Thanksgiving dinner (which fed more than 300 students), talent show, and our annual student community building trip to Camp Mason, 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, creates a cultural and philosophical shift that benefits student academically and socially.

Our teachers indicated (through a professional development survey) a desire for more professional learning around emotionally supportive classrooms. To this end we hired a school social worker to develop student centered programs addressing individual student and family issues on an ongoing basis. Our social worker will also provide teachers with professional workshops identifying strategies which teachers could implement in support of the emotional needs of their students and parents. We are also providing a “counselling in schools” counselor and developing a program with Lincoln Center to reflect on teacher persona development.

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 2018-19 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.

A minimum of 85% of graduating seniors will complete at least one college application.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>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. All students in ELA and or ENL classrooms will participate in at least one college trip during the 2018-2019 school year.</td>
<td>All students</td>
<td>September 2018 through June 2019</td>
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<tr>
<td>Two College Advisors lead workshops for seniors to complete applications and FAFSA during lunch and after school.</td>
<td>Seniors</td>
<td>September 2018 through June 2019</td>
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<tr>
<td>College Advisors lead workshops for juniors to ensure they understand the components of a strong application.</td>
<td>Juniors</td>
<td>October 2018 - April 2019</td>
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<tr>
<td>SAT Tutoring for ELLs held after school, College Tours in which parents participate for seniors and juniors, and continuing our Pencil Mentorship Program</td>
<td>All students</td>
<td>September 2018 - June 2019</td>
</tr>
<tr>
<td>School Social Worker and Literacy Coach will collaborate to provide teachers with professional learning regarding emotionally supportive classrooms. The strategies will focus on helping all students manage themselves both socially and academically. These strategies will be tailored to meet the issues of all student sub groups within the school.</td>
<td>All student</td>
<td>September 2018- June 2019</td>
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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

College workshops for parents. College trips inviting parents to join with child to see schools. Invite parents to college fairs. Bulletin boards with information about upcoming events for each grade level.

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.
Two NYU College Advisors and Social Worker, Social Work Interns; Parent Coordinator support; 5-10 minutes taken from instructional time per month to discuss college related topics.

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

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**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.

By February 2019, each 2019 graduating senior will file at least 3 college applications.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

College Counselors having monthly meetings with seniors to maintain college application trackers.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc.

Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Through our Designs for Learning Professional Learning Community, all LESP teachers work toward promoting the implementation of the Common Core Learning Standards and the instructional shifts. The Professional Development Committee, play important roles 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/Using Learner Work to Inform Instruction
- Engaging Learners Through Critical Thinking Questions
- Engaging Learners Through Critical Thinking Discussions
- Establishing an Emotionally Supportive Classroom Culture
- Supporting Learner Literacy Across the Content Areas
- Assessing Learning Throughout the Learning Cycle

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.

The success of our Professional Learning Community and collaborative Teaching was identified as well developed by our most recent Quality Review.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 observe at least one other teacher and give reflective feedback on resource materials and lesson plans that reflect their participation in our Professional Learning Community, Designs for Learning.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
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</table>
| - Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.  
- 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). |
| **Target Group(s)** | **Timeline** | **Key Personnel Who is responsible for implementing and overseeing the activity/strategy?** |
| Teachers, All student sub groups | Weekly from September 2017 through June 2018 | Professional Development Committee, Administrators |
| Teachers, All student sub groups | Every six weeks after working with Generation Ready | Administrators, Generation Ready, Staff Developer, Teacher |
| Teachers, All student sub groups | As needed | Instructional Coach, Teachers |
| Teachers, All student sub groups | Teachers either request staff development or identified by administrators | Generation Ready Staff Developer, Teachers |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Build opportunities for teachers to develop parent workshops emphasizing strategies for supporting student academic growth.

### 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.

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

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### 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.

By February 2019 All teachers will have contributed a minimum of 50% of their materials as indicated in the annual goal. Monthly check on teacher compliance and attendance records from Design for Learning. Teacher feedback, observations, teacher teams will hold themselves accountable, self/peer-evaluations. Materials and resources collected by Literacy Coach in the Teacher Center.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Teacher feedback on staff surveys, observations, teacher teams will hold themselves accountable, self/peer-evaluations. Materials and resources collected by Instructional Coach in the Teacher Center.

#### Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

On our most recent Quality Review (2014-2015), the administration and school earned well developed in the areas of Teacher teams and leadership development, Curriculum, Assessment and High Expectations. A Proficient was earned in Pedagogy. As a result of these outcomes we have invested time and resources toward preparing teachers to provide high achieving students with appropriate rigor and challenge. We have also focused on having teachers provide tools and strategies for students to independently complete tasks, projects and activities.

Administration communicated the new mission and vision for the school. Staff also developed mission and vision for each content area reflecting the school’s mission and vision statements.

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 2018-19 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.

By June 2019 the instructional coach will work with the administration to develop and conduct a minimum of 10 Professional Learning Community Sessions that address rigor, 10 that address questioning and 5 that address differentiation for high achieving students. This goal is directly in line with the recommendation of our most recent quality review.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Consultation with the Professional Learning Committee, Observations by Administrators, Professional Learning Committee, continued dialogue to address issues as they arise. As the majority of our students are ELL students, our school's instructional agenda is designed to address and incorporate strategies (i.e. scaffolding, the English Language club, the Sheltered Instructional Observation Protocol, Extended Wait Time, Understanding by Design) to support their success.</td>
<td>Teachers</td>
<td>September 2018 through June 2019</td>
<td>Administrators</td>
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<tr>
<td>Quality Review results will identify focus areas for including Curriculum Development, Questioning and Common Core shifts.</td>
<td>Teachers and Students</td>
<td>September 2018 through June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Teacher-directed PD, instituting instructional rounds to identify problems of practice and provide possible strategies for improvement</td>
<td>Teachers</td>
<td>September 2018- June 2019</td>
<td>Administrators</td>
</tr>
<tr>
<td>Through parent surveys conducted by the parent coordinator, our parents have the opportunity to provide input into their priorities regarding their children. Such opportunities will be reflected in parent meeting agendas.</td>
<td>Parent Coordinator</td>
<td>September 2018- June 2019</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Develop parent workshops sharing strategies for supporting student academic achievements. At least three workshops held over the course of the school year.

### 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.

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 Days and through the TESOL and ASCD conferences offered this Spring and professional journals, turnkey presentations and workshops.
### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

### 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.

By the Commencement of the Spring 2019 term January 31, 2019, our Instructional Coach will have completed 5 session that address rigor, 5 which address questioning and a minimum 2 that address differentiation for higher achieving students.

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Staff Feedback Survey Results.

#### Part 5c. In **February 2019**, 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 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

By definition, transfer school students are considered to be at risk, both in terms of academic and socio-emotional development. The implementation of a tiered approach to supporting students will provide a multi-level service model involving teaching staff, guidance staff, mental health staff and social work staff. This design will invest a wide range of school staff in assisting students in developing strategies toward self-assistance and coping with issues as they may arise.

The diversity of our parent population challenges us to customize our approach to address their specific needs. Our parents face language and cultural issues, immigration issues, economic issues, medical issues. Our strengths are above average parental attendance for parent teacher conferences (about 20% of the population) and School Leadership Team Meetings (10% of the population). Currently, 15% of parents signed up for PupilPath.

Below is a sampling of activities that we offer to engage students and their families:

Thanksgiving Dinner
Lunar New Year Celebration
Broadway Shows
Sports Events
Cultural Programs
Technology and English Workshops for parents
Parent Newsletter in written three languages

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019 the number of parents utilizing PupilPath will increase by 5% over the 2017-2018 School year.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Newsletter and Phone Master</td>
<td>Parents of ELL students and over aged and under credited students</td>
<td>September 2018 through June 2019</td>
<td>Administrators, Teachers and Parent Coordinator</td>
</tr>
<tr>
<td>Parent Workshops in multiple languages</td>
<td>Parents of ELL students, over aged and under credited students</td>
<td>September 2018 through June 2019</td>
<td>Administrators, Teachers, and Parent coordinator</td>
</tr>
<tr>
<td>School Leadership Team Meetings</td>
<td>Parents of ELL students, and over aged and under credited students</td>
<td>September 2018 through June 2019</td>
<td>Administrators, Teachers and Parent Coordinator</td>
</tr>
<tr>
<td>Parent Survey</td>
<td>Parents of ELL students, over aged and under credited students</td>
<td>September 2018 through June 2019</td>
<td>Administrators, Teachers, and Parent Coordinators</td>
</tr>
</tbody>
</table>

#### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

#### 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.

Title I, Title III, Parent Coordinator, Tax Levy Fair Student Funding, Educational consultants, School Social Worker, Additional mathematics teacher

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By January 31, 2019 we expect a 2.5% increase in the number of parents utilizing PupilPath.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent Surveys will be disseminated regarding how parents have used PupilPath and/or questions or concerns regarding its use/value.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher</td>
<td>ENL tutoring during lunch, after-school, and Saturday school with a certified teacher. Paraprofessional and certified teachers push in to specific classes throughout the day. SIPE program for newly arrived immigrant students. Resource room for students needing AIS service identified by Guidance Counselors.</td>
<td>One to one instruction, small group instruction, and peer tutoring.</td>
<td>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</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher</td>
<td>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.</td>
<td>One to one instruction, small group instruction, and peer tutoring.</td>
<td>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</td>
</tr>
<tr>
<td>Science</td>
<td>Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher</td>
<td>Peer tutoring and lunch tutoring with certified teacher. Lab recovery minutes with lab specialist.</td>
<td>One to one instruction, small group instruction, and peer tutoring.</td>
<td>After school program in science elective with lab requirement. Lunch and after-school tutoring. Regents Preparation Course during lunch.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher</td>
<td>Global Support class for newly arrived immigrant students, lunch time tutoring with certified teacher during lunch, after-school credit recovery programs.</td>
<td>One to one instruction, small group instruction, and peer tutoring. Class instruction during the day.</td>
<td>After school programs. Saturday Regents prep starts early December through January and early May through June for Spring exams. Lunch and after school tutoring.</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Sub-par skills, report card grades, anecdotal logs, teacher referrals, entrance exam, teacher</td>
<td>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.</td>
<td>One to one instruction, small group instruction, and peer tutoring. Class instruction during the day.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>84</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

We will offer school supplies, school physical education uniforms, clothing, personal hygiene necessities, lockers, access to showers, washer/dryer.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td></td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Indicate with an “X” your school's Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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

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

The administration has a firm commitment to on-site, individualized Professional Development. To that end, we devote a major portion of discretionary funds to providing teachers with 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, Generation Ready, the New York City Writing Project, QTEL and the office of ELL’s. Staff developers are on site for the equivalent of three days per week in addition to our full time, on-staff teacher center/ literacy coach.

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

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

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

2b. High Quality and Ongoing Professional Development

Describe the 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).
<table>
<thead>
<tr>
<th>Structure</th>
<th>Description</th>
<th>Participants</th>
</tr>
</thead>
</table>
| Designs for Learning (D4L) | 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 School Quality Snapshot. The focus topics this year include:  
  - Knowing Your Students/Data-Driven Decision Making/Using Learner Work to Inform Instruction  
  - Engaging Learners Through Critical Thinking Questions  
  - Engaging Learners Through Critical Thinking Discussions  
  - Establishing an Emotionally Supportive Classroom Culture  
  - Supporting Learner Literacy Across the Content Areas  
  - Assessing Learning Throughout the Learning Cycle  |
|               | 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  
  (see Designs for Learning Facilitators / PD Committee see below)  |
|               | At LESP, teacher-facilitators for our D4L professional development group also serve as the school’s PD Facilitators, UFT Teacher Center Instructional Coach, Generation Ready Consultant  | Administrators, Teacher Facilitators, All teaching staff, UFT Teacher Facilitators, UFT Teacher Facilitators, UFT Teacher Center Instructional Coach, Generation Ready Consultant  |
### Designs for Learning Facilitators / PD Committee /

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 teaching staff, and at the same time is more supportive of student achievement.

### PD Days

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/2018</td>
<td>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.</td>
</tr>
<tr>
<td>11/6/2018</td>
<td>We will continue this practice.</td>
</tr>
<tr>
<td>01/28/2018</td>
<td></td>
</tr>
<tr>
<td>6/6/2018</td>
<td></td>
</tr>
</tbody>
</table>

### Book Study Groups

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?”

### Protocol Training

Teacher facilitators and participants have responded positively to the use of protocols to structure our professional discussions in a variety of settings, including D4L.
Teacher facilitators will receive further training this year. It is hoped that this year’s training will result in Protocol Certification for teacher participants.

**Instructional Cabinet Meetings**

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 |

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.

| Administrators, Teaching Staff, Guidance Counselors |

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.

| Administrators, Teachers |
1. **Trainings as needed**

   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.

2. **Professional Conferences**

   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.

   The feedback we get from this practice suggests that it helps to foster a culture of professionalism for our staff.

   We will continue this practice.

3. **UFT Teacher Center Literacy Coach**

   Our teaching staff includes a UFT Teacher Center Instructional 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 Instructional Coach provides formal mentoring to new teachers and is available to provide individual coaching to all teachers on staff. The Instructional 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.

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 (8) lead teachers to meet their individual needs as professional development providers in training. Finally, our Gen Ready implements a classroom inter-visitaton *Lab Site* learning experience with target teachers as identified by the principal.

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.

Our professional team includes our District Achievement Coach who helps us implement the *Citywide Instructional Expectations*, particularly as they relate to student testing and data.

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.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generation Ready Consultant</strong></td>
<td>Includes a Generation Ready consultant who assists us to support the implementation of the <em>Citywide Instructional Expectations</em> 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-visitaton <em>Lab Site</em> learning experience with target teachers as identified by the principal.</td>
<td>Generation Ready Consultant, all Teaching Staff, Lead Teachers, teachers identified by the Principal, teachers who attend Lab Site visits</td>
</tr>
<tr>
<td><strong>Conflict Resolution Trainer</strong></td>
<td>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.</td>
<td>Conflict Resolution Trainer, Administrators, School Social Worker, Guidance Counselors and general staff</td>
</tr>
<tr>
<td><strong>District Achievement Coach</strong></td>
<td>Includes our District Achievement Coach who helps us implement the <em>Citywide Instructional Expectations</em>, particularly as they relate to student testing and data.</td>
<td>District Achievement Coach, administrators, Generation Ready Consultant, UFT Instructional Coach</td>
</tr>
<tr>
<td><strong>Principal Leadership Facilitator</strong></td>
<td>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.</td>
<td>P.L.F., Administrators</td>
</tr>
</tbody>
</table>
### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

| N/A |

#### 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).

| N/A |

### Part 4: SWP Schools Only

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

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

| N/A |

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

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

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 Framework for Great Schools 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 ongoing 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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>326,785</td>
<td>X</td>
<td>Section 5B, Part 4; Section 5D, Part 4</td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>53,582</td>
<td>X</td>
<td>Section 5B, Part 4; Section 5D, Part 4</td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>4,626,558</td>
<td>X</td>
<td>Section 5B, Part 4; Section 5C, Part 4; Section 5D, Part 4</td>
<td></td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

2The **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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>Lower East Side Preparatory High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower East Side Preparatory High School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school’s Parent Involvement</td>
</tr>
</tbody>
</table>

2018-19 CEP
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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Every Student Succeeds 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;

Encouraging School-Level Parental Involvement

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)

Lower East Side Preparatory High School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act.

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff
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;

I. School Responsibilities: Providing General Support to Parents
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 Every Student Succeeds Act>Title I requirement for Every Student Succeeds Act (ESSA) 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;
III. Student Responsibilities

Student Responsibilities:

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

LOWER EAST SIDE PREPARATORY SCHOOL

NEW YORK CITY DEPARTMENT OF EDUCATION

145 STANTON STREET NEW YORK, NY 10002

Tel: 212-505-6366 FAX: 212-260-0813

School Parent Compact

School Responsibilities

Lower East Side Preparatory High School will: Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
1. To continue to expand existing classroom libraries to engage students in reading and writing
2. To provide intensive professional development using both internal (Principal, Asst. Principal, coaches) and external resources; staff developers. Inclusion of all components of a balanced literacy program: Independent Reading; independent writing; shared reading; interactive writing; read aloud; word study; guided reading; double period literature blocks; and literature circles
3. Introduce more students to Advanced Placement Courses and Exams, as well as providing opportunities for students to take college level classes.
4. Visit historical sites and museums for subject area enhancement.
5. Provide ELL students with materials in their native language(s).
6. Use modern technology such as internet to search and collect primary materials for classroom use.

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: November 29 & 30, 2018 / March 7 & 8, 2019

7. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows: Report cards will be given six times a year. Teachers are available as needed to meet with the parents. Parents are encouraged to communicate with Guidance Counselors and the Parent Coordinator for the interim updates. Parents are strongly encouraged to check Pupil Path online for up to date information on student academic progress and attendance.
8. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: See directly above.
9. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows: Parents are welcome to school anytime.

Parent Responsibilities

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

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

1. Making sure that she/he comes to school every day on time.
2. Making sure that all homework assignments are school projects are completed on time.
3. Providing an environment conducive for study.
4. Monitoring the amount of time your child spends on television and computer games.
5. Communicating positive values and character traits, such as respect, hard work and responsibility.
6. Volunteering in my child’s classroom
7. Participating, as appropriate, in decisions relating to my children’s education;
8. Participating in school activities on a regular basis;
9. Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate
10. Reading together with my child every day and providing my child with a library card
11. Communicating positive values and character traits, such as respect, hard work and responsibility; Respecting the cultural differences of others;
12. Helping my child accept consequences for negative behavior; Being aware of and following the rules and regulations of the school and district; Support the school’s discipline policy (Express high expectation and offer praise and encouragement for achievement.)
<table>
<thead>
<tr>
<th>School Staff-Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s) – Print NameX</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student (if applicable)- Print NameX</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

(NOTE: The ESSA law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>X</td>
</tr>
</tbody>
</table>

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

Total # of teachers in this program: ______
# of certified ESL/Bilingual teachers: ______
# of content area teachers: ______

2018-19 CEP
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: ______

Based on 2018 NYSESLAT, Over 225 students ranging from grades 10-12 participate in our after school program. All students in this Title III program are English Language Learners, Students with Interrupted Formal Education, ELL Special Education, are At-risk and lack credit. They are over-aged, and are in need of extra time to practice English and learn specific content to graduate. After school Programs start at 2:25pm and ends at 3:55pm, Monday through Friday. There are classes that meet on Mondays and Thursdays and classes that meet on Tuesdays and Fridays. No Title III programs are offered on Wednesdays. All after-school classes meet twice a week for a total of 3 to 5 hours. There will be at least 28- hour and a half class meetings per semester, with additional time for trips.

Students trips support acculturation and students create scrap books including new vocabulary and visual images. Students go to Broadway shows, sports activities events, museums, and other experiences provided by the teachers. $11,810 of Title III funds have been set aside for these activities. All students in the programs listed are English Language Learners, SIFE, ELLSWD and are at risk, over aged and under-credited for their age. Classes begin September 24, 2018 and will run through June 10, 2019.

The teachers are paid for through Title III for direct instructions 3-5 hours per week depending on trips and other projects (licenses)- After school/ Extended Day Courses taught are as follows: Heather Scott (ENL) and Marta Ralston (ENL)- Walking and Talking NYC, Widnel Rondon (Bilingual Spanish Social Studies)- Global Studies, Marta Ralston (ENL)- S.A.T. for ELLs, Richard Ciriello (ENL)- ELL Enrichment, Rian Keating (ELA)- Fine Arts; Francesca Ginocchio: Fun with Language. 6 teachers X 100 hours X 60.65 = 36,390 for Title III program. Any expenditure above the Title III funding will be covered by other sources of funding. Subject teachers will plan with the ENL teachers during Collaborative Professional Work Time and teach along side the ENL teachers. Subject Area Teachers are compensated through other funding sources including Tax Levy Fair Student Funding and the School Violence Prevention Grant.

Schedule of duration and how many teachers, # of sessions, language of instruction. Over 150 students participate in our Saturday Academy. The majority of students in this program are English Language Learners, Students with Interrupted Formal Education, ELL Special Education, are at-risk and lack credit. They are over-aged, and are in need of extra time to practice English and learn specific content to graduate. The Saturday sessions are held the last 6 Saturdays of each semester for a total of 24 sessions during the year, from December 8, 2018-January 19, 2019, and again May 4, 2019-June 15, 2019. The program offers two class options, from 9am-12pm, and 12:30pm-3:30pm. All Saturday classes target specific reading and writing skills necessary to address core content areas that may end in a Regents exam. The teachers (licenses)- are as follows: Widnel Rondon (Bilingual Social Studies)- Global Studies, US History, Lora Gao (Bilingual Science)- Living Environment, Earth Science-, Marta Ralston (ENL)- English, and Zhantu Wu (Bilingual Math)- Algebra, Geometry. Subject Area Teachers
Part B: Direct Instruction Supplemental Program Information

are compensated through other funding sources including Tax Levy Fair Student Funding and the School Violence Prevention Grant. Title III funds do not pay for Saturday programming. 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 these courses will include, but not be limited to, group discussion and rigorous reading and writing assignments. Students in these courses 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: ____

This program is not funded by Title III, but supports ENL student outcomes. The Professional Learning 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 2016-2017 Framework for Great Schools and the Department of Education’s 2016-2017 Quality Review Rubric.

The goal of professional learning 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. Given the unique demographic of our student population (i.e. over-aged, under-credited ENL, new-comers) our professional learning necessarily seeks to address the academic literacy skills including SIOP, Common core for ELLs, Scaffolding, Differentiation, Tiered Vocabulary, and Resiliency that are considered best teaching practices for ELLs. In addition, our professional learning is designed to support those 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 proposed Title III Program classes will meet as needed to review practices, discuss student work and plan during their weekly professional Work Time. In addition, the professional learning community members participate in a variety of school-wide professional learning activities that support and extend our entire staff’s work with SIFE/ENL students.

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

Designs for Learning- facilitated by Richard Ciriello, our Instructional Coach and ENL lead teacher, DFL is a weekly, teacher-led professional learning experience (4 sessions per month/80 minutes each) in which all LESP teachers work in collaborative 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 Framework for Great Schools. The focus topics this year include:

- Knowing Your ENL Students/Data-Driven Decision Making (9/12, 9/26, 10/3, 10/10, 10/17, 10/24)
- Academic Rigor for ENL Students (10/31, 11/7, 11/14, 11/28, 12/5, 12/12, 12/19)
Part C: Professional Development

- Engaging ENLs (1/9, 1/16, 1/30, 2/6, 2/13, 2/27, 3/6, 3/13)
- Academic Questioning and Student Discussion for ENLs (3/20, 3/27, 4/3, 4/10, 4/17, 5/1, 5/8)
- Differentiation for High-Achieving ENL Students (5/15, 5/22, 5/29)

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, Title III activity teachers and our Instructional Coach.

Professional Learning 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. Teachers have requested professional development that addresses the topics of scaffolding and questioning / discussion strategies for beginner ENLs 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 learning team includes a Generation Ready consultant who assists us to support the implementation of the Framework for Great Schools across each department and 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.

Through Harvard University of Education, we are currently working with Elizabeth City and Lee Tietel and their “Instructional Rounds” program. This program will allow teachers and administrators to employ an effective, classroom-oriented approach to observing, analyzing, and improving teaching and learning. By making low-stakes observations with their peers and holding discussions in a non-judgemental way, teachers can address the needs around various topics like academic vocabulary acquisition or decoding syntax for ELL students.

We have also established a working relationship with Eskolta and their “How can feedback help turn students around?” program. The goal of this relationship is to improve student achievement, especially for our SIFE population, by embedding resiliency instruction, clear steps for improvement and achievement into our teaching.

None of these professional development programs are paid for with Title III funds.
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 ten 1 hour (one per month) parental workshops offered by the as part of our partnership with New York University. Our New York University College Advising Corp Member offers college, financial aid, and college application workshops once a month. Additional programs will be devoted to a variety of issues including acculturation (offered by School Guidance Counselor), finances including opening a bank account (Offered by Banco Popular), financial aid and scholarships (NYU college Advising Corp Member), immigration support (Asian Americans for Equality), and housing (Julian Castro, Housing and Urban Development Secretary). 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. None of these programs are at a cost for Title III.

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. Our Parent Coordinator provides 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 PupilPath. We are giving parents very useful tools for surviving in New York City. These are offered at no cost to Title III funding.

In conjunction with this program we provide cultural opportunities for participating parents who may otherwise not have access. We provide workshops in both English, Spanish and Chinese and prepare parents to see cultural performances including Broadway plays, sporting events and cultural displays (We have set aside $5358 of Title III funds for this program). Our parent Coordinator will conduct a total of three workshops prior to attending these performances in the parents’ native languages to prepare them with information and descriptions about what they will see and experience. We will have discussions and connect to the parents’ experience as a new immigrant. By helping to acculturate parents to their new city and community, we enhance the opportunities of ELL parents and broaden the scope of their understanding of our culture.

Parents are notified via bimonthly parental newsletter, phone master, via and PupilPath. All attendance records and agendas are maintained by our Parent Coordinator.

Part E: Budget

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

Allocation Amount: __________

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>Per session 32149</td>
<td>Per Session for after school programs including supplemental ENL programs (Walking Talking)</td>
</tr>
</tbody>
</table>
## Part E: Budget

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

Allocation Amount: $______

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per diem</td>
<td></td>
<td>NYC, ENL Enrichment, Reading and Writing SAT Preparation for ENL students, and Pop English</td>
</tr>
<tr>
<td>Purchased services</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>High quality staff and curriculum development contracts.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Supplies and materials</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Must be supplemental.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Additional curricula, instructional materials. Must be clearly listed.</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Travel</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>Other</td>
<td>21433</td>
<td>Educational Trips to various NYC landmarks, Broadway Show tickets for ENL parents and students, Tickets to sports events to expose new immigrant ENL students and parents to American Culture.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>53582</td>
<td>____</td>
</tr>
</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Manhattan</td>
<td>Lower East Side Preparatory High School</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rene Anaya</td>
<td>Samantha Pritchard</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Ciriello</td>
<td>Min Zhao</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eunice Yun (Science)</td>
<td>Shun Yi Ye</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Li (Math)</td>
<td>Cheechee Kung</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soleil Sabalja</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Rotondo</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>539</td>
<td>377</td>
<td>69.94%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes ☒</th>
<th>No ☐</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes ☒</td>
<td>No ☐</td>
<td>Chinese, Spanish</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes ☒</td>
<td>No ☐</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes ☒</td>
<td>No ☐</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>Chinese</td>
<td>1971</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>TBE</td>
<td>Spanish</td>
<td>2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>DL</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>DL</td>
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<td></td>
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<td></td>
<td></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

At LESP, we use the following formative and curriculum-embedded assessments to help guide our instructional planning for our ELLs:

- NYSITELL
- in-house native language test (Spanish and Chinese)
- in-house math examination
- SIFE questionnaire (if qualified)
- Spanish LAB-R (if qualified)
- teacher-created diagnostic assessments
- NYSESLAT
2. What structures do you have in place to support this effort?

After evaluating the above assessments, we place the student into an ENL course that matches their level and required number of minutes. Due to a large variety of ENL and content courses offered at LESP, teachers constantly re-assess the students using diagnostic tools as well as teacher-created tests. Together, in our professional development teams, ENL teachers work together to identify and address patterns of weaknesses in literacy and student progress. We examine and track student achievement through a data inquiry process, oftentimes adjusting the curriculum based on our findings. Students are given two formative and one summative assessment that mirror the NYSESLAT exam, testing them on the four areas of reading, writing, listening, and speaking. These scores are tracked for each student by their teachers, and teachers then target instruction to close learning gaps, addressing either the reading, writing, listening, or speaking portions of the formative assessment. 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.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?

We evaluate the success of our programs for English Language Learners in a variety of ways. Currently, we amass information from teachers and students, and make changes based on the following pieces of data: class essays, course exams, midterms and finals, the NYSESLAT score growth, and the English Regents passing rate for our ELLs.

4. What structures do you have in place to address interventions once the summative data has been gathered?

The Literacy Coach works with the ENL Department to address and re-evaluate our Common Core benchmarks for ENL students based on the baseline and benchmark assessments. Specifically, ENL teachers map out the curriculum, aligning the various skills to each level, ensuring students are meeting each level. The Assistant Principal works with the ELL Coordinator to address programming opportunities to close skill gaps by creating additional courses or targeted tutoring sessions.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.] We do not use RtI since we serve grades 10-12 at LESP.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

At LESP, we as a school examine the academic growth of students closely. Through an inquiry process looking at NYSESLAT scores, ELA Regents scores, SAT scores, student, alumni, and parent responses to surveys, we know that our students are progressing in a linear fashion. We also use the ELL Data Analysis Tool to track those who have not made enough progress, and continually create programs to address this gap.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Teachers meet in department and staff meetings to dissect, understand, and share these findings with each other. Adjustments to the curriculum are made throughout the year in response to student progress. Our community is kept abreast of the work being done through mailings home. The principal keeps an open door policy so that suggestions are welcomed and offered at the SLT/PA meetings.
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. 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 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. Students’ 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 our stand-alone ESL model, students are given one or two periods of ENL, depending on their tested level with a licensed ENL teacher. Students who study in our integrated model have ENL teachers push into their content-area courses. 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 language literature, students learn the literary elements and how to answer the tasks on the English Regents Exam, such as the critical lens question, in their own language. LESP offers the departmentalized organization model, with ENL being the largest department. ENL/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 ENL and one period of NLA instruction. Both ENL 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 ENL 1-4 are given bilingual classes in the content area, and classes are heterogeneous or mixed English ability. Teachers are expected to differentiate instructional materials. When students reach ENL 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 heterogeneous or mixed English ability. Teachers are expected to differentiate the material. When students reach ESL 5 we transition them into monolingual classes to ensure proficiency on the New York State Regents Exam, since many exams are not offered in Chinese. Since we are a transfer school, every student is given an individualized program.

   c. DL program. If applicable.
      We do not have one at this time.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
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 ENL teachers, 10 fully certified bilingual and one ENL/bilingual teacher at the school. We currently offer 33 ENL/Integrated ENL-ELA Classes ranging from ENL 1 (Emerging) to ENL 7/8 (Expanding). At registration, students are placed in ENL classes based on the student's NYSITELL score. Our bilingual program provides instruction in Chinese or Spanish. For example, when 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, mostly instruction is done in English by the end of the term. In a regular, monolingual Living Environment Term One course, the instruction is entirely in English, offering glossaries to help the students while an ENL teacher may push into the class. 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 taught in English, open to all students, as well as ENL students who are at an ENL level 5 and above or for those who opt for a standalone ENL program. The Social Studies Department offers Global and US History as bilingual classes. Economics and Participation in Government are only taught in English, however students taking these classes are also expected to be at an ENL Level 5 or higher before being considered for programming.

The Math Department offers Algebra and Geometry in the bilingual program. 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 as engaged in on-going weekly professional learning, called Designs for Learning. There, collaborative content area groups gather with at least one ENL 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 collaborates 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 ENL 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 teacher-created formative and summative assessments throughout the semester. Mirroring the LOTE and Regents exams, teachers examine students' scores and progress in their own language. As they progress in their own home language, higher-level courses are offered to the students, including AP Spanish and AP Chinese to those who make progress.
5. 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. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

6. 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 dually licensed ELL/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 (iPads, Smartboard, individual laptops, Duolingo, etc.) allow ELL-SWDs to access the material.

7. 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?

All ELL-SWD students have been programmed for a SETSS class, and are mainstreamed in their coursework. To ensure students receive rigorous coursework, while accommodating for the learning disabilities, teachers use principles of Universal Designs for Learning to provide access at various entry points in their lessons. By varying modalities, tasks, and groups, students who are ELL-SWD are encouraged to achieve their IEP goals and attain proficiency. Additionally, students are scheduled for an additional resource room period with a dually licensed ELL/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 after-school courses.

8. 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 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 an additional Math support lab course. Students can also attend tutoring during lunch, 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 additional help by our push-in ENL teachers. 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 in class. Social studies teachers do the same, though there is also an additional Global Support class that gives students targeted ENL and Global history instruction. All science teachers speak English, as well as Chinese or Spanish. Of our Social Studies 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.

9. Based on data and trends, 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 after-school classes that are specifically geared towards ELLs, including Government and Economics, to meet the linguistic and background knowledge challenges students face. We have also hired an dual-licensed ESL/SPED teacher to address lon-gterm and SIFE ELLs.

10. If you had a bilingual program, what was the reason you closed it?
We have never closed a bilingual program.

11. 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.

12. 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.

13. How is home language support assessed and 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. We know our programs support the HL due to our students’ overall ability to take and pass the AP language exam.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Most, if not all, students attending LESP are over-age and under-credited, and thus being a transfer school, we are ungraded. Students are placed into classes by proficiency level. The ELL Coordinator tells the Guidance Counselors what proficiency level the students were tested at, and which classes they need to be in. The Guidance Counselors then programs the student for the
15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Since we share a building, we meet at a building council meeting to discuss potential programs for ELLs and sharing of resources. All resources are open to the other two school’s for viewing. 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. We have access to the gym for two periods a day, the lunchroom for one period a day, and the auditorium and dance studio are shared via a Google calendar.

16. 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, connecting them to the various clubs and activities at school. Our Coordinator of Student Activities holds monthly events for all students. There are various clubs and teams for students to join, and the Guidance Counselors, 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. Peer mentors are assigned to allow students to feel included and kept aware of what happens at LESP.

17. What language electives are offered to ELLs?
Students are able to take NLA, AP Chinese, and AP Spanish.

18. 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)?
   We do not have a dual language program at this time.

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 and non-pedagogic staff.) 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?
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 after-school 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, College Board, Child Mind Institute, Living Undocumented, and other organizations to broaden their skillset to support ELLs. These workshop materials are then turn-keyed 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.

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.

2. 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 ENL focus due to the nature of our school. When engaging in our professional learning sessions, our ENL 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 professional learning activities are planned with ELLs in mind, and the agendas are created by the Instructional Coach, along with the Assistant Principal. Additionally, teacher leaders keep a binder of the work and activities done during professional learning, also taking attendance through sign-in sheets and online tracking.

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**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?

During the registration process, our staff speaks to parents about their involvement being vital to their child’s success at school. Our Parent Coordinator and Guidance staff encourage parents to play an integral role in their child’s education.
Teachers call and meet with parents/guardians on a regular basis to keep them abreast to how the students are progressing. Individual conferences are set up with the parents throughout the year by the ENL teachers to discuss their formative assessment results, goals, and continued progress. Most teachers and staff members at LESP speak another language and often help to translate and interpret (Chinese, Spanish, Polish, Russian, Japanese, Arabic, Haitian-Creole, Portuguese, French, Korean, and Greek) during these annual individual parent meetings. If and when the language or person is unavailable, LESP uses the Translation and Interpretation Unit's over-the-phone-interpretation service to help facilitate the meeting.

2. 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, a grade book communication platform. Our family Para assists parents in finding free or reduced medical services. The Parent Coordinator 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 an ENL progress meeting in addition to the 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. Our family para, assists parents in finding free or reduced medical services. The Parent Coordinator 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.

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/Spanish infused with ENL 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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Rene Anaya, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
# Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rene Anaya</td>
<td>Principal</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Samantha Pritchard</td>
<td>Assistant Principal</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Cheechee Kung</td>
<td>Parent Coordinator</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Min Zhao</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Shun Yi Ye</td>
<td>Parent</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Eunice Yun (Science)</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Susan Li (Math)</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Richard Ciriello</td>
<td>Coach</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>April Chan</td>
<td>School Counselor</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td>Paul Rotondo</td>
<td>Superintendent</td>
<td></td>
<td>09/15/17</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>09/15/17</td>
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<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
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<tr>
<td></td>
<td>Other _____</td>
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<td>1/1/01</td>
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<tr>
<td></td>
<td>Other _____</td>
<td></td>
<td>1/1/01</td>
</tr>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 01M515  School Name: Lower East Side Preparatory  Superintendent: Paul Rotondo

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheechee</td>
<td>Kung</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 para to aid in translations.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
We are currently serving the following families:

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amoy</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bengali</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Bosnian</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Chechen</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>66</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cantonese</td>
<td>136</td>
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<td></td>
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<tr>
<td>Czech</td>
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<td></td>
</tr>
<tr>
<td>French</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haitian Creole</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Japanese</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin</td>
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<tr>
<td>Russian</td>
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<td></td>
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<tr>
<td>Spanish</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tibetan</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Turkish</td>
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<td></td>
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<tr>
<td>Vietnamese</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Wolof</td>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>

The rest speak English

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.
### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newsletter</td>
<td>Every Month</td>
<td>Cheechee the parent coordinator sends rough drafts to our in-house translators one week prior to printing. OU</td>
</tr>
</tbody>
</table>

Due to our mostly immigrant student population, teachers are constantly translating materials for students and families. 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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESP has an open door policy for students and parents. In addition to the , we hold guidance and attendance meetings/phone calls daily.</td>
<td>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,</td>
<td>We have Spanish and Chinese teacher translators .</td>
</tr>
</tbody>
</table>
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We use Skedula/Pupilpath to send out email notices in their home language. We also use the phone master to record messages in the various home language to disseminate information that way.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Staff PD is conducted at the beginning of the year to review Chancellor’s Regulation A663. Teachers have access to other teachers who speak the language, Skedula/Pupilpath, interpretation phone line, and Google translate.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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. Flyers/brochures/letters are translated via home language when shared through Skedula/Pupilpath.

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.