



LOWER EAST SIDE PREPARATORY HIGH SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 01/ MANHATTAN/ 515

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: M515 SCHOOL NAME: Lower East Side Preparatory High School

DISTRICT: 01 SSO NAME/NETWORK #: Empowerment Schools/#16

SCHOOL ADDRESS: 145 Stanton Street 4th Floor, New York 10002

SCHOOL TELEPHONE: 2125056366 FAX: 2122600813

SCHOOL CONTACT PERSON: Rene Anaya EMAIL ADDRESS: RAnaya@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON

Yufei Guo

PRINCIPAL

Martha Polin

UFT CHAPTER LEADER

Jinni Xu

PARENTS' ASSOCIATION
PRESIDENT

Yu Miao

STUDENT REPRESENTATIVE
(Required for high schools)

Rishu Chen

COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT

Alexis Penzell

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor's Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor's Regulations A-655 on SLT's*; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Martha Polin	*Principal or Designee	
Rene Anaya	Assistant Principal	
Jinni Xu	*UFT Chapter Chairperson or Designee	
Yufei Guo	SLT Coordinator, Teacher	
William Wang	Teacher	
Yu Miao	*PA/PTA President or Designated Co-President	
Mei Ying Hong	<i>Vice President Title I Parent Representative (suggested, for Title I schools)</i>	
Peggy Torres	PA Secretary	
Mei Chen	PA treasurer	
Chui Ting Qi	Parent	
Manny Quinones	DC 37 Representative, if applicable	
Cao Li	Student Representative, if applicable	
Rishu Chen	2 nd Student Representative, if applicable	
Jaimie Wu	CBO Representative	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

We see our school as a community where all members make the effort to meet the needs of each individual; creating an atmosphere where learning, creativity and mutual respect take place. Students will become life-long learners, responsible and accountable, and become active participants in this society. The LESP community will embrace basic literacy, science, technology, visual literacy, cultural literacy and global awareness. Citizenship and service to the community and responsibility will be a cornerstone of the education process.

We are a transfer school that serves two distinct populations of students: over age, non English speaking immigrants (mostly from China) and American transfer students who have attended at least one other high school. We address all the inherent challenges of English Language Learners, over-aged, and under-credited students. Our greatest accomplishment has been graduating these students within an average of 2.5 years, considering that the majority of our students come to us speaking little or no English or having been previously unsuccessful in prior educational settings, where their needs had not been addressed. Particular to this accomplishment is the fact that, on average, approximately 40% of our students graduate with Advanced Regents Diplomas. Our 07-08 School Progress Report grade of "A" and overall score of 72.5 indicates progress made in attendance and student performance and progress on exams.

The Chinese American Planning Council through the United Way of New York City has provided opportunities to develop after school programs that remediate, enrich and support student learning. Credit accumulation and academic performance have improved as a result of all these programs. We have partnerships with: Asian Professional Extension; New York University; Hunter College; iMentor; and Asian Americans for Equality; The Young People's Chorus; Grand Street & Henry Street Settlements. Our parents support our efforts by fundraising, offering scholarships and providing ideas and feedback about how we can best serve their children;

Our school administration provides strong leadership in professional development and instructional learning by setting specific goals that are refined, tracked, and assessed. Professional Development is geared toward furthering administrative goals, both in one-on-one coaching and in workshop settings. The establishment of "Collaboration Laboratory" is a strong example of the school-wide commitment to professional development. Instead of the traditional top down lecture style presentation of information in staff meeting, the meeting is used to allow teachers to present and receive feedback on lessons.

Students, parents and teachers all participate on the School Leadership Team which serves many functions. This team provides ideas and feedback about the services offered to the school community at large. In addition, teachers serve on focus committees, the Inquiry Team, and the Collaboration Lab committee, and the. The Principal and administration have an open door policy and both formally and informally inviting feedback. One challenge we face is the limited amount of time we have to prepare Chinese English Language Learners to pass the English Language Arts Regents Examination. Students are mandated to take Native Language Arts courses in addition to three periods of English as a Second Language courses. Conversely, in order to have students graduate in a timely fashion, their content courses have to be offered in Chinese, while all the textbooks are in English. Chinese students who are new arrivals and speak little to no English are still required to sit for English Regents exams that they cannot pass. Both our participation rate and passing rate are negatively impacted and as a result we fail to meet our AYP.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Lower East Side Preparatory High School				
District:	01	DBN #:	01M515	School BEDS Code #:	310100011515

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		89.0	91.6	92.95		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	0	0	0		TBD	TBD	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Eligible for Free Lunch:					
Grade 6	0	0	0	(% of Enrollment as of October 31)	2005	2006	2007		
Grade 7	0	0	0		77	77	77		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing:					
Grade 10	246	265	231	(Total Number as of June 30)	2006	2007	2008		
Grade 11	163	166	216		1	1	0		
Grade 12	123	111	78						
Ungraded Elementary	0	0	0	Recent Immigrants:					
Ungraded Secondary	0	0	0	(Total Number as of October 31)	2006	2007	2008		
Total	532	542	525		199	140	332		
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	0	0	0						
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Principal Suspensions	0	0	0		
Number all others	0	3	5	Superintendent Suspensions	0	0	0		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants	110	110	110
# in Trans. Bilingual Classes	376	398	378	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	14	4	6	Number of Staff:			
# ELLs with IEPs	0	1	1	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	27	33	33
				Number of Administrators and Other Professionals	14	11	14
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	2	2
	532	542	525				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100	97.1	100
American Indian or Alaska Native	0	0	0	Percent more than two years teaching in this school	71.4	67.6	70.6
Black or African American	3.4	3.5	4.0	Percent more than five years teaching anywhere	60.7	55.9	6108
Hispanic or Latino	3.3	2.9	5.0	Percent Masters Degree or higher	89.0	88.0	91.0
Asian or Native Hawaiian/Other Pacific Isl.	92.4	93.1	90.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.3	100.0	100.0
White	0.9	0.4	0.2				
Multi-racial	0	0	0				
Male	52.9	54.7	53.8				
Female	47.1	45.3	46.2				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input checked="" type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level	
	ELA:			ELA:	Improvement (Year 1)
	Math:			Math:	Good Standing
	Science:			Grad. Rate:	Good Standing

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students				X	√	X
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander				X	√	
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient				X	√	
Economically Disadvantaged				√ ^{SH}	√	
Student groups making AYP in each subject				X 1 of 4	√ 4 of 4	X 0 of 1

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	A	Overall Evaluation:	Well Developed
Overall Score	91.38	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	5.0	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	32.4	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	48.0	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Proficient

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Accomplishments

We believe that in order for instruction to be effective, we must all collect data and evidence to measure and gauge the effectiveness of teacher instruction and where our students are in terms of understanding the content and skills we offer. There are many types of internal data systems used by teachers in terms of formative assessments, i.e. daily journals, rubrics, descriptive or narrative feedback and exit tickets; as well as summative assessments, i.e. projects, tests, regents scores, and quizzes. As a school we examine different types of periodic assessments, we conduct formal and informal observations and walkthroughs, we incorporate formative assessments into our Professional Development programs and Collaboration Laboratory. We analyze student work during school wide professional development and we provide ideas and suggestions for different types of formative assessments.

Data is also consistently gathered on attendance, credit accumulation, parental involvement, student situations and needs. We use multiple sources to inform our classroom instruction and professional development. We do not rely on any one single item. We rely on a multitude of qualitative and quantitative data. We developed a chart which illustrates the use of assessments. This tool reflects the results of pedagogic and administrative teamwork.

We have developed benchmarks for our English Language Learners that define the skills and content students need to achieve in order to move to the next level. We continue to plan together to set new learning goals and to establish new rubrics and higher standards.

Our staff collaborates in the review of student work and the formulation of follow up actions. We examine: school wide passing rates in all classes, Regents results, and PSAT and SAT results.

We know that we use data to plan and set goals because we, in conjunction, observe, analyze, and evaluate based on evidence (both observational and statistical) that is generated during the process. We then reprocess, reevaluate and revise our work as necessary.

For example: scholarship reports are used to proactively identify needs and respond with referrals to tutoring, differentiated work, pacing changes, and teacher interventions; Data from observations and walkthroughs is used to conference with teachers regarding strengths and weaknesses of lessons; teachers use exit interviews to assess and modify future lessons. This type of cyclical assessment is utilized in all elements of school functions.

In effect we use data collection to identify and address challenges and to discuss and to share techniques for adapting instruction, sharing differentiated assignments and rubrics, and targeting instructions to those students who need the greatest support and/ or enrichment.

Strengths

Our strength is collaborating as administrators and staff to align what we learn with what and how we teach. Data is used in a variety of ways: to mandate tutoring, adapt assignments for struggling students, scaffold instruction, differentiate assignments for different levels of achievers and develop rubrics with students to provide clear expectations. A school survey is used to identify Students with Interrupted Formal Education (SIFE) who are then mandated to attend classes addressing their particular needs. As a result of our examination of school wide data including passing rates, credit accumulation, and exam scores we provide professional development for teachers to help them meet the needs of our students and peer tutoring programs, lunch time tutoring, Regents Preparation courses for struggling students. We also develop ever evolving support systems for both struggling teachers and students such as mentoring, advisory groups, teachers chat and chew and book groups.

We continue to develop school norms which solidify the common language we all use for data and evidence gathering, differentiated instructional techniques and the monitoring of individual student needs. The ground work has been laid for our staff to collaborate on these topics through professional development programs we offer through the New York City Writing Project, A.U.S.S.I.E, and our literacy coach and through our faculty led collaboration laboratory.

We have begun the difficult work of developing teacher skills to examine passing rates and various formative and summative assessments to positively affect student outcomes based on current data. We see progress in this area and continue to provide help and support to the pedagogues to foster achievement in the classroom.

Performance Trends

Our bilingual program has been very successful in terms of students passing the Regents exams in their native language. Our bilingual Social Studies, Mathematics and science Regents passing rates have ranged between 85 and 100%. Our English Language Arts Regents Examinations have fluctuated between 65 and 92%. As a result of these trends, we wrote and won a grant to have content area teachers and ESL teachers plan together so strategic elements of each curriculum area could support each other. Our Content area teachers are incorporating ESL strategies into their lessons and ESL teachers are incorporating content area information into their classes.

Meeting the mandates of No Child Left Behind poses unique challenges, particularly in preparing students with severe English Language Deficiencies to sit for the English Language Arts Regents. Chinese students, who have immigrated to New York City, speak little to no English and are in the country for one to two years are doomed to fail the ELA Regents because they are forced sit for exams they are not ready to take. Whether students fail the exam or don't sit for an exam, our passing rate or our participation rate are negatively impacted and we fail to meet our AYP.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

While we assert that the data used by the state to determine our status did not accurately reflect the schools actual performance, we will use the following strategies to approach, meet and even exceed the state standard. As part of our school wide Inquiry Team plan, we will identify and address the needs of our lowest performing students. We expect that by having all teachers identifying and supporting struggling students the number of students earning credits will increase; and students will progress toward graduation at a greater rate.

1. Increase passing rate Of ELL students by 3% on the English Language Arts Regents Examination in January 2009 and June 2009 by:
 - A. Increasing the continuity within the ESL department to support student acquisition of English as a Second Language for Academic purposes.
 - B. Increasing the continuity within the English Language Arts Department to support student acquisition of English Language for academic purposes.
 - C. Increasing the continuity between ESL and English Language Arts Departments to support ESL, mainstream English Language Arts Instruction.

2. Maintain or exceed standard of 20% of October 31 enrollment meeting requirements for graduation by August 2009.

We will continue to provide effective guidance and academic support in their progression toward graduation. Students will be provided with a multitude of options to improve performance and meet graduation requirements. Daytime and after school tutoring is offered in all areas. Students are also given the opportunity to earn additional credits for graduation after school. We will continue to adjust counselor caseloads to allow for more individualized attention. This year we continued information groups with all students. This strategy will continue next year with an increased focus on early career exploration with students. We will continue to focus on quality academic instruction as a means of engaging and retaining students. We will continue to work on early identification of attendance problems to pro-actively address patterns of absenteeism that leads to drop outs. For 2007-2008, 143 out of 561 students (June 2008 register), or 25.49% of our total population, met the graduation requirement. 60% earned a Regents diploma. We will continue to improve upon these numbers by offering:

 1. After school and during school tutoring.
 2. Credit bearing after school classes.
 3. Adjustments of counselor case load to allow for more individualized attention.
 4. Career information sessions.
 5. Quality academic instruction to engage and retain students.

3. Develop funding of at least \$100,000, through grants by February 2009, for:
 1. ESL remediation for Students with Interrupted Formal Education.
 2. Supporting Bilingual Education to strengthen Native Language abilities.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant):	English Language Arts
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To increase the reading, writing and listening skills of graduating English Language Learners. In comparison to last June 2008, there will be an increase of 5% of ELL students will earn English credits in their companion courses by June 2009.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ol style="list-style-type: none"> 1. Increase the continuity within the ESL department to support student acquisition of English as a Second Language for Academic purposes. 2. Increase the continuity within the English Language Arts Department to support student acquisition of English Language for academic purposes. 3. Increase the continuity between ESL and English Language Arts Departments to support ESL, mainstream English Language Arts Instruction. 4. Establish benchmarks within the ESL Department for ESL levels 1-4 that define a set of minimal competencies in the following skill areas: Reading, Writing, Speaking, Listening and Grammar. 5. Establish Benchmarks within the English Language Arts Department for Fundamentals and Regents Preparation Courses. <p>The ESL teachers and English teachers will begin implementing new programs to support ELL students in September 2008.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy, Title 1, Title III, Contracts for Excellence.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	The responsible staff members will be the ESL teachers and they will make monthly interval reports on student progress during department meetings with administration. Teachers will also use periodic assessments to gauge student progress three times per year. Administration will measure progress of students at the end of each trimester. Passing rate on the English Language Arts Regents Examination for ELL students will be at least 75%.

Subject/Area (where relevant):	High School Graduation Rate
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To engage graduating seniors in additional activities to motivate them toward graduation, monitor and support students to reach graduation status in order to maintain or exceed standard of 20% of October 31 enrollment meeting requirements for graduation by the end of August.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> * Over the course of the year there will programs offered in addition to the academic program including Junior and Senior Days dedicated to college and career exploration * To offer after school classes for credit remediation * To work with teachers to individualize instruction to meet student needs and support them toward graduation * To work with the inquiry team in identifying the lower performing students * To increase the frequency of teacher case conferencing for individual students * Provide effective guidance and academic support to assist students in their progression toward graduation. <p>All English Language Learners and general education students will be served.</p> <ol style="list-style-type: none"> 1. After school and during school tutoring. 2. Credit bearing after school classes. 3. Adjustment of counselor case load to allow for more individualized attention. 4. Career information sessions. 5. Quality academic instruction to engage and retain students. <p>Guidance Counselors, teachers, administrators are all responsible for supporting and encouraging students toward graduation through all the programs described.</p>
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy, Title I, Title III
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	The responsible staff members will be the ESL teachers and they will make monthly interval reports on student progress during department meetings with administration. Teachers will also use periodic assessments to gauge student progress three times per year. Administration will measure progress of students at the end of each trimester. 20% or more of the October 31 enrollment will meet the requirements for graduation. Statistics will reflect the percentage of graduates for the period October 31 through August 31.

Subject/Area (where relevant):	Grant Writing
Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	In order to offset some portion of budget cuts and support continuation of after school educational support programs through procurement of at least \$100,000 in grants and fundraising to support ELL students, bilingual program and technology by February 2009. At least 50 students will earn credits toward graduation by June 2009.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> *Provide time for individual and committee grant writing. *Actively explore and pursue grants relevant to my school *Create a team of school staff to support grant writing *Work with the parent association and parent coordinator to explore outside opportunities and support their efforts at fundraising *Grants will support ELL students, General Education students, and Special Education students. *Teachers, Administrators and counselors will participate in grant writing and implementation. *We will earn our first grant by October 2008.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Tax Levy, Title I, Title III
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<p>By September 2008 we will win grants of at least \$50,000. We will win grants in excess of \$100,000 to support programs by February 2009.</p> <p>By January 2009 at least 25 students will earn credits toward graduation. By June 2009, an additional 25 students will earn credits toward graduation.</p>

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	163	72	64	37	123	N/A	103	19
11	63	32	23	19	67	N/A	27	17
12	67	31	15	17	75	N/A	-	25

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	America Reads tutors, Teacher lead tutoring sessions during lunch, Academic Interventions i.e. Paraprofessional Push in to classes, Resource teacher working with students identified, Librarian working with new ELL student admits (who come into the school as a result of rolling admissions after the first trimester) to help them catch up and or begin developing skills needed for school.
Mathematics:	Teacher lead tutoring sessions during lunch, Academic Interventions i.e. Paraprofessional Push in to classes, Resource teacher working with students identified, Librarian working with new ELL student admits (who come into the school as a result of rolling admissions after the first trimester) to help them catch up and or begin developing skills needed for school.
Science:	Teacher lead tutoring sessions during lunch, Academic Interventions i.e. Paraprofessional Push in to classes, Resource teacher working with students identified, Librarian working with new ELL student admits (who come into the school as a result of rolling admissions after the first trimester) to help them catch up and or begin developing skills needed for school.
Social Studies:	Teacher lead tutoring sessions during lunch, Academic Interventions i.e. Paraprofessional Push in to classes, Resource teacher working with students identified, Librarian working with new ELL student admits (who come into the school as a result of rolling admissions after the first trimester) to help them catch up and or begin developing skills needed for school.
At-risk Services Provided by the Guidance Counselor:	Engage students in smaller advisory groups; integrate student population; continue and expand student group counseling; continue development of the career and college component of services; engage in on-going professional development for staff and maintain current counselor caseloads. Anger Management, Boys and Girls groups, as well as Bereavement groups have also been formed. Academic and career counseling; individual and group counseling; referral and placement services; family outreach and counseling; acculturation advisories; tutorial referral; and individual contracting. Attendance outreach and student retrieval are also an integral part of our program.
At-risk Services Provided by the School Psychologist:	Not Applicable
At-risk Services Provided by the Social Worker:	Individual and group counseling support; academic advisement; mental health support and referral; acculturation advisories.

At-risk Health-related Services:

Monitoring of immunization and inoculation status; outreach to parents and students for health insurance enrollment; referrals to health facilities for students and families; ongoing monitoring for health related issues for individual families; individual support and follow up of ill students; classroom workshops on health related topics and health fairs.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

Language Allocation Policy

2008-2009

Our Language Allocation Policy Team consists of Martha Polin, Principal, Rene Anaya, Assistant Principal, Melody Kellogg, Assistant Principal, Linda Barth, ESL Teacher, Lab BESIS Coordinator, Gail Sternfeld, Literacy Coach and Richard Ciriello, ESL Teacher. We conduct monthly meetings to assess the progress of our teachers and students in the ESL program.

Our Language Allocation Policy is a school-wide plan designed to address the needs of our students who require additional support services as they progress toward academic proficiency in English. Students are encouraged to write in English through the use of daily journals and a myriad of group and individual writing projects. Cooperative learning is incorporated into lessons providing students with shared learning opportunities. Additionally, students are encouraged to bring their personal experiences in through individual and group writing projects. Academic language scaffolding and Total Physical Response (TPR), and Communicative Language Approach are also incorporated into our ESL and content area classes to strengthen both oral and written skills. The literacy coach works with all teachers to ensure that LESP carries out a balanced literacy program which helps our ELL students meet state standards and assessments.

All students identifying a language other than English on the Home Language Survey are given “New York State’s Placement Test for ESL Adult Students Form B. Using this placement test, students are programmed for their appropriate ESL Level classes. New admits identified on the ATS admissions list (RADP) and who have no testing history listed on ATS are given the LAB R Form B within 10 school days from the admission date listed on the RADP. All students identified as ELL’s on the annual BESIS report and new students admitted after October 31 are given the NYSESLAT.

Lower East Side Prep provides ELL students with a Transitional Bilingual and/or free-standing ESL program. The programs of study are aligned with New York State’s ESL and ELA curriculum and reflect the state and city learning standards through instructional practices and proper use of acceptable learning materials such as texts. Classes include language arts instruction, and focus on developing a solid base of writing, reading, and oral proficiency in English. English Language Arts skills are also furthered using a Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in both English and Chinese. Lessons are supported with materials focused on assisting our English language learners with vocabulary by using visual aids and native language materials. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of ESL instructional methodologies and use of the Sheltered Instruction model (SIOP).

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Our ELL students also complete many individual and group presentations in both ESL and content-area classes. This allows them to collaborate and produce a presentation or project that reflects the material being learned in each academic class. Mobile computer labs, in-class computer labs and Personal Data Assistants (PDAs) loaned to students in certain classes allow our ELL students to access the internet and produce work that is professional and research-based. In each content classroom as well as in the ESL classroom, students incorporate the fundamentals of ELA balanced literacy. To do so, students are taught in a print rich environment and are given access to classroom libraries that are categorized by proficiency level. These libraries will continue to be upgraded as our school focuses on the needs of our ELA and ELL students. We recently added a collection of Bilingual classics and texts in Chinese to the library and classroom collections.

Students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. Simultaneously, students who opted for the Transitional Bilingual Education program (TBE) receive 180 minutes of Native Language Arts instruction per week. There are currently 11 fully certified ESL teachers, 14 fully certified bilingual and one ESL/bilingual teacher at the school. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within the classes consist of texts entitled Visions, independent reading, class sets of novels appropriate for each level and teacher adapted materials. There are currently 33 ESL Classes ranging from ESL 1 (Beginners) to ESL 8 (Advanced).

Our diverse student body consists of 525 students. 93% are drawn from recent immigrants from the immediate community and New York City. The remaining percentage are mainly comprised of students who have chosen to attend Lower East Side Prep after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The commonality for all of our students is that they are older (17-21) than the typical high school students in New York City and want to complete the regular high school diploma program.

The majority of students at LESP are recent immigrants from China. Other ethnic backgrounds include students from the US, the Virgin Islands, the Dominican Republic, South America. Approximately 80% of the students are considered economically disadvantaged (Title I, below poverty line), and eligible for free lunch. Additionally, 27 out of 525 students identified English as their home language, 14 identified Spanish as their home language, two students specified Bengali, and two students identified Vietnamese as their home language, while Urdu is the home languages for one student. 491 students speak various dialects of Chinese as their mother tongue with Cantonese the dominant dialect among the majority of LESP students. There are 34 ELLS that are designated 4-6 years and 42 that have been identified as SIFE, based on the BESIS report.

LESP ensures appropriate placement in language programs through effective parent involvement during and after admissions processing. At registration the Parent Coordinator and counselors discuss the varying types of services provided to ELL students such as Bilingual Education Programs and Freestanding ESL programs. At this interview, the ESL program, and the orientation materials found in the EPIC School Kit are presented to the parents and student. The orientation also includes viewing the video. Parents are given the choice of picking a program that best serves their child's need. Our LAB/BESIS coordinator and guidance counselors review the program selection form during the

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student's first interview. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language as well. A one-on-one interview with the ESL teacher and native language translator assure both parent and student comprehension. Based on this parent choice students are given either a bilingual Chinese program or free standing ESL. The trend for the past three years has been a selection of bilingual education coupled with ESL classes.

Additionally, the Parent Coordinator publishes a monthly newsletter. This newsletter is translated into Chinese and provides parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and highlights student achievement and activities. LESP further involves parents in student learning through phone masters, the School Leadership Committee, and the Parent Association.

Lower East Side Prep is committed to improving instruction and supporting efforts directed at our English Language Learning Students. Through ongoing professional development we are working together to fine tune our strategies in order to address the needs of all our students within the school building. Additional support efforts include:

1. Supportive English Language Arts instruction and SIFE Students. English and ESL teachers collaboratively plan and teach focusing on literacy and supporting all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom uses the principles of the Sheltered Workshop model. To additionally support the numerous SIFE students, we provide supplemental after school classes focusing on all areas of language development in traditional academic and alternative learning environments including the arts, history, science, reading, movement (yoga) and computer science. ESL and English teachers collaborate with the content area and bilingual teachers to support language acquisition and academic development.
2. Newcomers Plan – Students who arrive at LESP and are newcomers to either NYC or the United States are evaluated using the LAB-R exam. Results of this exam are reported to the Department of Education and to the school's admission team. A parent / student interview is conducted with the parent coordinator, ESL teacher and the guidance counselor. Parents are provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.
3. Long Term ELLs and Extension of Services - LESP had 34 students listed as in need of extended services all of whom we address with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and tutorial assistance from both ESL and content area teachers via a PM school support program including peer tutoring, remedial and enrichment classes.
4. Special Needs / ELL - LESP does not have any ELL students who have been identified as Special Needs students. In the case that we do have Special Needs ELL students we plan to ensure that parents, guidance counselors, related service providers, and content area, ESL and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.
5. Students Achieving Proficiency – English Language Learners who achieve “proficiency” still require additional support services. These students will be monitored by content area teachers and their guidance counselors. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically, as well as on standardized state exams, will be monitored for accountability and intervention when necessary.

6. Students initially take an oral and written English placement exam during registration followed by the LAB-R within the first ten days they attend school. These tests ensure that students are placed in the appropriate ESL level. The counselors check the scores on the tests to assure the mandated number of instructional minutes is provided.
7. Teachers and administrators have used a combination of the Scantron Performance Assessment and the ELL Periodic Assessment to measure student progress and inform Professional Development choices for our teachers.
8. Explicit ESL is delivered in ESL and content area classes through scaffolding activities and materials that enable students' comprehension and development.
9. Because of the size of the ELL population (480) at LESP, ESL classes are stand-alone. ESL teachers do not push in or pull out students.
10. Instructional materials- All ESL, bilingual and content area teachers utilize materials designed to develop language skills along with content. The teacher center staff developer/coach and math coach assist teachers in designing graphic organizers, charts and appropriate activities which are paired with level- appropriate reading material. The literacy coach also work with teachers to find level appropriate reading materials and listening activities and design scaffolding to support students' progress in the content areas as they acquire English. Further, teachers use mobile laptop labs, PDAs, smart boards and a variety of technological learning tools during their regular and after school classes.
11. Professional Development Plan – We are focusing our yearly professional development on best practices. ESL strategies and methodologies. Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. The Professional development is provided via bi-weekly after-school workshops via “Collaboration Labs” combining small group instruction, demonstrations using real students and the Japanese Lesson Planning Model under our UFT SBO. Additionally, there is on-going support provided by the district ELL Curriculum Instructional Specialist and Teacher Center staff developer.

Data Worksheet Review:

A review of the worksheet data on patterns across proficiency levels and grades, indicates that most of our students enter at a proficiency rate of “Beginning” and move up to a proficiency rate level of “Intermediate” and eventually “Advanced” through each of the modalities. For the most part students perform at a higher proficiency in Reading on the standardized tests such as the NYSESLAT. We are fully aware that our students are more deficient in the areas of writing and listening. Therefore, it is necessary that our instructional planning and focus promote activities that are active and engaging for all students, and are based on promoting writing and listening skills.

Further review of the worksheet data table regarding ELL students and NYS standardized exams, indicate that the exams which are heavily based on English Language skills such as the Comprehensive English Regents and all other Regents exams that cannot be taken in the students' native languages are the areas in which our ELL students have the most difficulty. LESP had the following passing rates on the June 2008 Regents exams: 68.75% ELA, 98.89% Math A, 100% Chinese, 92.11% Global, 98.44% Earth Science, 100% Living Environment. Most students take the Regents exams in Chinese and use the English versions to verify the questions. This data is therefore useful when determining and discussing instructional content and direction. At LESP we have decided to incorporate strategies into all our content classes that will enhance and support both reading and writing proficiency, including three new courses to promote and improve writing including I-search, Research, and writing for college.

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Summation:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS			
GRADES 9–12 LANGUAGE ALLOCATION POLICY WORKSHEET			
<p>DIRECTIONS: The following worksheet will help you compile and analyze data necessary for your school’s language allocation policy (LAP). Your school’s LAP should be written in narrative form, and should answer all questions contained in this worksheet. Also, upon completing the worksheet, gather the appropriate signatures on this worksheet and attach it to the LAP narrative that you submit.</p>			
<p>I. Language Allocation Policy Team Composition</p>			
<p>M 01</p>		<p>Lower East Side Preparatory High School</p>	
<p>Region/District</p>		<p>School</p>	
<p>Martha Polin</p>		<p>Rene Anaya,</p>	<p>Chee Chee Kung</p>
<p>Principal</p>		<p>Melody Kellogg</p>	<p>Yu Miao</p>
<p>Gail Sternfeld</p>		<p>Linda Barth</p>	<p>Henry Ruan</p>
<p>Coach</p>		<p>Coach</p>	<p>Parent Coordinator</p>
<p>Richard Ciriello</p>		<p>Siu Poon</p>	<p>Luquan Wang</p>
<p>___ESL___ Teacher</p>		<p>___ESL___ Teacher</p>	<p>___NLA___ Teacher</p>
<p>Guidance Counselor</p>		<p>Related Service Provider</p>	<p>Other</p>
<p>II. Teacher Qualifications</p>			
<p>Number of Certified</p>	<p>Number of Certified</p>	<p>Number of Certified</p>	<p>Number of Certified</p>

ESL Teachers 11	Bilingual Teachers 12	NLA/FL Teachers 2						
Number of Content Area Teachers with Bilingual Extensions	Number of Special Ed Teachers with Bilingual Extensions	Number of Teachers of ELLs without ESL/NLA Certification						
III. ELL Demographics								
Total Number of Students in School 525	Total Number of ELLs 460	Percent of Student Population that is ELL 88%						
The number of classes/periods for each ELL program model that your school provides per day (Fall 2008)								
	9	10	11	12	TOTAL			
TBE (60%:40%→50%:50% →75%:25%)								
Dual Language (50%:50%)								
Freestanding ESL								
Self-Contained								
Push-In								
Total Classes								
Enter the number of ELLs by years of identification and program model in each box. If there are Students with Interrupted Formal Education (SIFE) or Bilingual special education (Bil. Sp. Ed.) students within that cohort, enter that number in the appropriate subgroup box (see example).								
Long-Term ELLs (more than 6 years)	SIFE: 12	SP. ED. 3	SIFE: 0	SP. ED. 0	SIFE: 23	SP. ED. 6	SIFE: 35	SP. ED. 9
	20		0		42		62	
	TBE		Dual Language		ESL*		Total	
ELLs (3 years or less)	SIFE: 73	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.
	367				3			
ELLs (4-6 years)	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.

Long-Term ELLs (more than 6 years)	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	
Total	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	SIFE:	SP. ED.	
	73				3				
		367							

* FOR BIL. SP. ED. ONLY: please indicate here the total number of ELLs in Alternate Placement ____

NUMBER OF ELLS BY GRADE IN EACH LANGUAGE GROUP

TRANSITIONAL BILINGUAL EDUCATION

	9	10	11	12	TOTAL
Spanish					
Chinese		199	216	45	460
Russian					
Bengali					
Urdu					
Arabic					
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other					
TOTAL					460

DUAL LANGUAGE (ELLS/EPS)

Chinese					
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TOTAL					
FREESTANDING ENGLISH AS A SECOND LANGUAGE					
Spanish				1	1
Chinese					
Russian					
Bengali				1	1
Urdu					
Arabic					
Haitian Creole					
French					
Korean					
Punjabi					
Polish					
Albanian					
Other					
TOTAL					
GRAND TOTAL ALL PROGRAMS					462
This Section for Dual Language Programs Only					
Number of Bilingual students (students fluent in both languages) :			Number of third language speakers:		
Ethnic breakdown of EPs (Number)					
African Americans: _____		Asians: _____		Non- Hispanic: _____	
Native Americans: _____		White (Non-Hispanic): _____		Other: _____	
IV. Parent Program Choice: Review the Parent Survey and Program Selection forms and answer the following questions in LAP narrative or on a separate page (for General Education students only)					

1. What structures are in place at your school to ensure that parents understand all three program choices?
2. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have been requesting? (Please provide numbers.)
3. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

V. Assessment Analysis

**PART A: COMPILER LAB-R AND/OR NYSESLAT RESULTS (USE THE RMSR REPORT FROM ATS) TO ANSWER THE QUESTIONS IN THE NARRATIVE AT THE END OF THIS SECTION.
COPY AS NEEDED FOR EACH PROGRAM MODEL.**

Level	9	10	11	12	TOTAL
Beginner (B)	NA	48	44	10	102
Intermediate (I)	NA	18	92	47	57
Advanced (A)	NA	1	2	3	6
Total Tested	NA	67	138	60	265

AGGREGATE PERFORMANCE RESULTS TO ANALYZE STRENGTHS AND WEAKNESSES OF YOUR ELLS IN SPECIFIC MODALITIES WITH *USING ATS FOR NYSESLAT DATA* AS WELL AS THE STATE MEMORANDA RELEASED ANNUALLY (<http://www.emsc.nysed.gov/osa/nyseslat.html>), ON ANALYZING MODALITIES. AT A MINIMUM, OBSERVE THE NUMBER OF STUDENTS IN EACH LEVEL AND GRADE.

LISTENING					
B		30	19	2	51

I		31	113	55	199
A		0	0	4	4
SPEAKING					
B		29	9	0	38
I		16	73	25	114
A		16	50	36	102
READING					
B		32	32	6	70
I		29	88	38	155
A		0	12	17	29
WRITING					
B		42	41	6	89
I		19	87	52	158
A		0	4	3	7

PART A QUESTIONS: AFTER A REVIEW OF THE DATA ABOVE, ANSWER THE FOLLOWING QUESTIONS IN YOUR LAP NARRATIVE FOR EACH PROGRAM MODEL:

1. What is revealed by the data patterns across proficiency levels and grades?

2. How will patterns across the four modalities, listening, speaking, reading and writing, affect instructional decisions?

PART B: REVIEW THE DATA FOR A MINIMUM OF TWO CONTENT AREAS. USE CURRENT FORMATIVE AND SUMMATIVE DATA. FILL IN THE NUMBER OF ELLS THAT HAVE TAKEN AND PASSED THE ASSESSMENTS IN ENGLISH (OR THE NATIVE LANGUAGE, WHERE APPLICABLE), IN EACH PROGRAM MODEL (COPY AS NEEDED)

NY State Regents Exam	Number of ELLs Taking Test		Number of ELLs Passing Test	
	ENGLISH	NATIVE LANGUAGE	ENGLISH	NATIVE LANGUAGE

Comprehensive English	107		89	
Math A		44		44
Math B		47		47
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry		8		8
Earth Science		55		55
Living Environment		105		105
Physics		11		11
Global History and Geography		103		82
US History and Government		98		96
Foreign Language				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social				

Studies				
NYSAA Science				
NATIVE LANGUAGE READING TESTS				
	Number of ELLs Taking Test	Number of ELLs Passing Test	Number of EPs Taking Test (for DL)	Number of EPs Passing Test (for DL)
ELE (Spanish Reading Test)	2	2		
Chinese Reading Test	39	39		
Part B Questions: After a review of the assessment data above, answer the following questions in your LAP narrative for each program model.				
1. Examine student results. What are the patterns across proficiencies? How are ELLs faring in tests taken in English as compared to the native language?				
2. What are the implications for the school's LAP and instruction? How is the Native Language used?				
3. How are the English Proficient students (EPs) assessed in the second (target) language? (For Dual Language programs only)				
4. What is the level of language proficiency in the second (target) language for EP students? (For DL programs only)				
5. How are the English Proficient students faring in State and City Assessments? (For DL programs only)				
VI. Planning for ELLs (Include in LAP narrative): Answer the questions below keeping in mind the CR Part 154 instructional unit requirements for ELLs, grades 9–12.				
	Beginning	Intermediate	Advanced	
FOR ALL PROGRAM MODELS				
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week	
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week	
FOR TBE /DL PROGRAMS				

Native Language Arts	90 minutes daily	90 minutes daily	45 minutes daily
Please make sure all questions are explicitly answered in the LAP narrative, including questions on subgroups (regardless of whether you currently have these subgroups in your school).			
<p>1. How is instruction delivered?</p> <p>a) What are the organizational models (e.g., Departmentalized, Interdisciplinary, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</p> <p>b) What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class]?</p> <p>c) What instructional approaches and methods are used to make content comprehensible and enrich language development?</p>			
<p>2. How does your school assure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (as shown in chart VI)?</p> <p>a) How is explicit ESL delivered in each program model to comply with mandates?</p> <p>b) How is explicit ELA delivered in each program model to comply with mandates?</p> <p>c) How is explicit NLA delivered in each program model to comply with mandates?</p> <p>d) How are the content areas delivered in each program model?</p>			
<p>3. How do you differentiate instruction for ELL subgroups?</p> <p>a) Describe your plan for SIFE.</p> <p>b) Describe your plan for ELLs in US schools less than three years (newcomers). Also, since NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.</p> <p>c) Describe your plan for Long-Term ELLs (in NYC school six years or more).</p> <p>d) Describe your plan for ELLs identified as having special needs.</p>			
<p>4. Describe your plan for continuing transitional support (2 years) for students reaching proficiency on the NYSESLAT.</p>			
<p>5. What language electives are offered to ELLs?</p>			
<p>6. What is done to prepare ELLs for the Regents?</p>			

7. For Dual Language programs only:

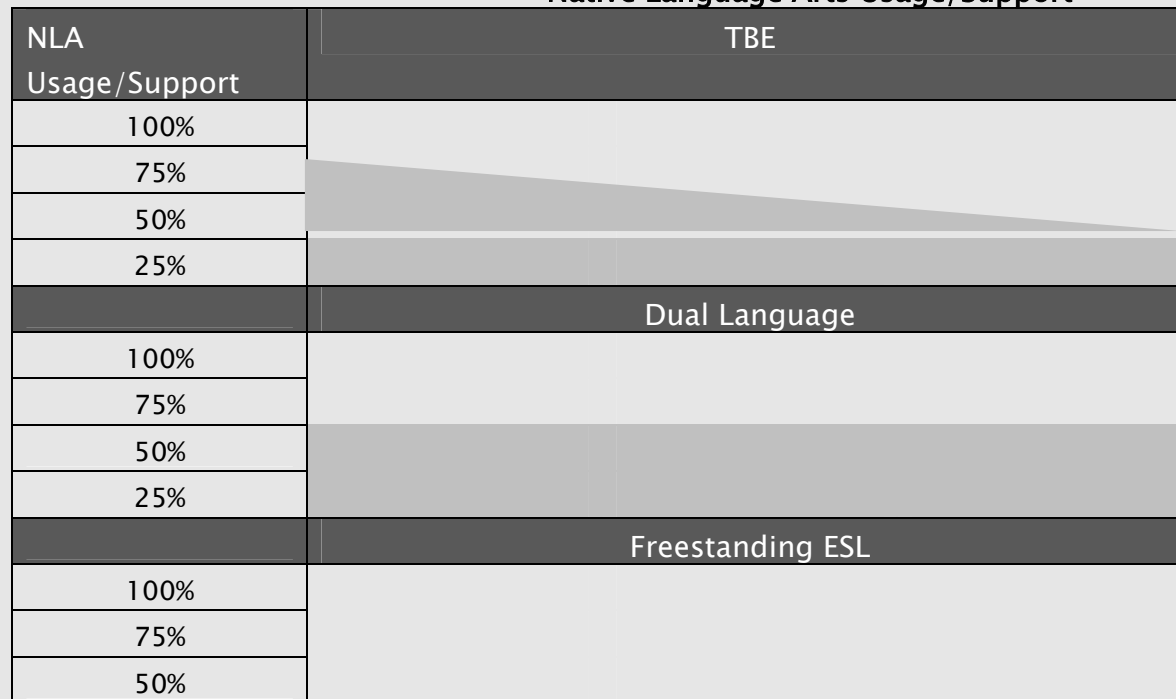
- a) How much (%) time in the target language is used for EPs and ELLs in each grade?
- b) How is language separated for instruction (time, subject, teacher, theme)?
- c) List the courses offered in each language for secondary Dual Language students.

VII. Resources and Support (Include in LAP narrative)

- 1. What instructional materials are used to support the learning of ELLs (include content area as well as language materials)?
- 2. Describe the professional development plan for all personnel of ELLs at the school. (Please include all teachers of ELLs.)
- 3. How is Native Language support delivered in each program model?

The chart below is only a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

Native Language Arts Usage/Support



25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	
VIII. Program descriptions (include in LAP narrative): Using the information compiled in this worksheet, describe each program model and the language allocation plan for each in narrative form.				
IX. Completing the LAP (Attach this worksheet to the LAP narrative and have it reviewed and signed by required staff.				
School Principal			Date	
ELL Instructional Support Specialist			Date	
Community Superintendent			Date	

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ___ ESL Both Number of LEP (ELL) Students Served in 2007-08: 378
 (No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

All students identifying a language other than English on the Home Language Survey are given “New York State’s Placement Test for ESL Adult Students Form B. Using this placement test, students are programmed for their appropriate ESL Level classes. New admits identified on the ATS admissions list (RADP) and who have no testing history listed on ATS are given the LAB R Form B within 10 school days from the admission date listed on the RADP. All students identified as ELL’s on the annual BESIS report and new students admitted after October 31 are given the NYSESLAT. Students initially take an oral and written English placement exam during registration followed by the LAB-R within the first ten days they attend school. These tests ensure that students are placed in the appropriate ESL level. The counselors check the scores on the tests to assure the mandated number of instructional minutes is provided.

Lower East Side Prep provides ELL students with a Transitional Bilingual and/or free-standing ESL program. The programs of study are aligned with New York State’s ESL and ELA curriculum and reflect the state and city learning standards through instructional practices and proper use of acceptable learning materials such as texts. Classes include language arts instruction, and focus on developing a solid base of writing, reading, and oral proficiency in English. English Language Arts skills are also furthered using a Balanced Literacy model. Content areas such as mathematics, science and social studies are taught in both English and Chinese. Lessons are supported with materials focused on assisting our English language learners with vocabulary by using visual aids and native language materials. Content area classes are aligned closely with and reflect all state and city learning standards and are supportive of ESL instructional methodologies and use of the Sheltered Instruction model (SIOP).

Teachers and administrators have used a combination of the Scantron Performance Assessment and the ELL Periodic Assessment to measure student progress, develop and mandate support programs for students and inform Professional Development choices for our teachers.

We have a full time Assistant Principal, Supervision in English, a UFT Center staff developer/ literacy coach, two to four staff developers from AUSSIE, a staff developer from the New York City Writing Project. In addition we have sent staff to training through RIGOR, QTEL, TESOL and ASCD, not to mention Professional development offered by the Department of Education, especially by the Office of English Language Learners.

12. Students in Beginner (B) ESL classes receive 540 minutes of ESL instruction per week. Students in Intermediate (I) ESL classes receive 360 minutes of ESL instruction and Advanced (A) ESL students receive 180 minutes of ESL instruction per week. Simultaneously, students who opted for the Transitional Bilingual Education program (TBE) receive 180 minutes of Native Language Arts instruction per week. There are currently 11 fully certified ESL teachers, 9 fully certified bilingual teachers. Lessons are aligned with state standards and consist of activities that foster both social and academic growth. Language functions, structures, usage and vocabulary are part of each lesson. Currently the materials used within the classes consist of texts entitled Visions, independent reading, class sets of novels appropriate for each

level and teacher adapted materials. Explicit ESL is delivered in ESL and content area classes through scaffolding activities and materials that enable students' comprehension and development. Because of the size of the ELL population (480) at LESP, ESL classes are stand-alone. ESL teachers do not push in or pull out students.

Instructional materials- All ESL, bilingual and content area teachers utilize materials designed to develop language skills along with content. The teacher center staff developer/coach and AUSSIE staff developers assist teachers in designing graphic organizers, charts and appropriate activities which are paired with level- appropriate reading material. The literacy coach also work with teachers to find level appropriate reading materials and listening activities and design scaffolding to support students' progress in the content areas as they acquire English. Further, teachers use mobile laptop labs, PDAs, smart boards and a variety of technological learning tools during their regular and after school classes.

Professional Development Plan – We are focusing our yearly professional development on best practices. Additionally, we are presenting the concepts of the Sheltered Workshop Model and best scaffolding techniques to all our teachers. The PD is provided via bi-weekly after-school workshops via “Collaboration Labs” combining small group instruction, demonstrations using real students and the Japanese Lesson Planning Model under our UFT SBO. Additionally, there is on-going support provided by the district ELL Curriculum Instructional Specialist and Teacher Center staff developer.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Through our partnerships with the Chinese American Planning Council, the United Way, Asian Professional Extension and Henry street Settlement, we have offered over 20 after school classes to support, enrich and give ELL students the opportunity to earn credits toward graduation. After school courses include ESL literacy, Marine Biology, Documentary Film, Architecture and Design, Drama, Speech, and physical education to name only a few. We also offer courses for Students with Interrupted Formal Education, as well as supporting our students through a Bilingual Grant focused on Environmental Issues. Our courses vary and change each term according to student needs and interests. Anywhere between 180 and 225 students participate in our after school program and 90% of those students are English Language Learners.

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

The parent orientations are conducted in our Parent Room which was created solely for the convenience and use of our parents. During the parent orientation, the parent coordinator explains to the new parents about various course selections and graduation requirements, Title I, Title III, NCLB policies, the Parent Involvement Policy, and the

parent's rights. The parent survey then is explained and filled out. Parents are told of the side by side programs at LESP for ELL students. They may opt for Bilingual and ESL programs or ESL only if they do not pass the LAB test. The ELL parents watch the ELL orientation video. Parent's questions are answered and explained by the parent coordinator. Parents are informed that they are welcome and encouraged to join the SLT meetings and the PA meetings. The parent coordinator business card which also includes the school contact information, the Parent Newsletter, and the school brochure are handed to the parents.

Parents are and will continue to be surveyed each semester as to the most convenient time for them to attend functions at the school. Considering that parents are coming to the school straight from work, refreshments will be available to all parents. Metro cards will be distributed whenever possible to defray the cost of transportation. All information is disseminated in both English and Chinese. A bilingual Chinese-English Parent Handbook has been created to welcome parents of new students, as well as to reinforce their role in the educational students in performing better in school and on Regent's exams.

LESP ensures appropriate placement in language programs through effective parent involvement during and after admissions processing. At registration the Parent Coordinator and counselors discuss the varying types of services provided to ELL students such as Bilingual Education Programs and Freestanding ESL programs. At this interview, the ESL program, and the orientation materials found in the EPIC School Kit are presented to the parents and student. The orientation also includes viewing the video. Parents are given the choice of picking a program that best serves their child's need. Our LAB/BESIS coordinator and guidance counselors review the program selection form during the student's first interview. This is reinforced in the form of letters that are provided to each parent of an incoming student. Letters are provided to parents in their native language as well. A one-on-one interview with the ESL teacher and native language translator assure both parent and student comprehension. Based on this parent choice students are given either a bilingual Chinese program or free standing ESL. The trend for the past three years has been a selection of bilingual education coupled with ESL classes.

Additionally, the Parent Coordinator publishes a monthly newsletter. This newsletter is translated into Chinese and provides parents, students and staff with pertinent school information, volunteer opportunities, dates of parent meetings, dates of after school activities and highlights student achievement and activities. LESP further involves parents in student learning through phone masters, the School Leadership Committee, and the Parent Association. We will continue to offer ESL and Computer Classes on Saturdays to families of students. We had our first international food fair this year and will continue to provide more activities to bring parents into the school. process. To support Academic Intervention Services, we will again conduct a College & Career Day Program facilitated by LESP Counselors and parents who will provide additional venues for parents to feel needed in the school. We will continue to offer PPS Workshops focused on parent issues such as: Safe and Orderly School Environment, College and Career Exploration, Financial Aid, etc. We will plan to present "Curriculum Nights", such as "English Night", "Math Night", etc., to assist parents.

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

We continue to provide all new arrival, English Language Learners with a 6 week summer program that improves language proficiency and advances content area learning. The instructional focus is on English as a Second Language, English Language Arts, Native Language Arts, science, Social Studies, the arts and technology.

IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

The real strength of the school is that we allow teachers to share and experiment with various instructional techniques. For example our Collaboration Laboratory allows actual lessons with students to be demonstrated, followed by warm and cool feedback. Elements of this protocol have been developed in concert with the pedagogical staff and the administration. This unusual model continues to foster conversations and improvement in lesson delivery. There is a teacher committee constantly improving and evolving the process to refine feedback and derive maximum benefit for all teachers and students. This has become increasingly important as the UFT contract does not provide much time for Professional Development.

Our second strength is our collaboration with institutions of higher learning. LESP has completed nearly two years of partnerships with New York University and Hunter College that include the placement of student teachers, learning partners, professional development for our teachers and free courses. The presence of these observers and student teachers coupled with high quality professional development in areas such as the Santa Cruz Continuum has raised the level of professionalism among our teachers.

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 professional development initiatives and mentor teachers individually, including this year's sole first year teacher.

LESP Professional Development Strategic Action Plan

2008 – 2009

Goal	Time	Professional Development	Facilitators	Responsibilities	Indicators
Teachers will use a variety of qualitative and quantitative mechanisms to assess student progress	Faculty Meetings: On 9 occasions Faculty Conferences:	Provide whole school professional development at Faculty Meetings and Conferences. Training will continue the professional development momentum from 2007 – 2008	Consultants Staff Developer	The Principal, APs, consultants and staff developers set the focus for each professional development meeting and conference and collaboratively develop	. All teachers are provided with a range of qualitative and quantitative assessment samples, including

	<p>Aug 29 Feb 2, Nov 4 June 4</p> <p>Sept 2008 – June 2009</p> <p>Throughout the year</p> <p>Throughout the year.</p> <p>Throughout the year</p> <p>Throughout</p>	<p>with the focus on:</p> <ul style="list-style-type: none"> . Designing differentiated interventions . Designing assessment systems for your class and Department . Collecting and using data . Developing systems for collating data . Using the Santa Cruz Professional Teaching Standards . Cross Curricular Unit and Lesson Planning <p>Work individually with teachers as identified by the principal with the focus on in-class work and one-to-one meetings to support the administration team in developing in teachers a consistent understanding of using a range of data to inform effective differentiated instruction.</p> <p>Department Meetings</p> <p>Informal and formal observations of teachers.</p> <p>Administrators and teachers will attend a variety of professional development</p>	<p>Consultants Staff Developer</p> <p>Administrators</p> <p>Administrators</p>	<p>each agenda</p> <p>All teachers across the school are to participate in professional development on using a variety of qualitative and quantitative assessments to measure student progress.</p> <p>Administrators, consultants and staff developer support teachers with the design and delivery of assessments, scoring and analysis and with processes for using the information to identify learning strengths and needs and to inform practice.</p> <p>The Principal meets with consultants and staff developer to review the progress of targeted teachers.</p> <p>Administrators, consultants and staff developer provide ongoing professional development in using assessment data at Department meetings and in reviewing curriculum based on data.</p> <p>The Principal, APs,</p>	<p>examples of student surveys and student self-assessments.</p> <ul style="list-style-type: none"> . All teachers can administer a range of assessments and analyze data. . All teachers collate data using student work folders. . Students take increasing responsibility for identifying their learning strengths and needs such as through conferring with teachers, goal setting, interest and progress surveys and self reflection and self-assessment mechanisms. . All teachers consistently use data, including student work, to identify student learning strengths and needs. . Changes to curriculum and pedagogy are made based on assessment
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	the year Jan – June 2009	courses and conferences outside the school. Teachers will participate in the Principal’s professional reading book club. ELL Success Grant. Provide training for the group of teachers who volunteered to be part of this grant involving ELL teachers and content area teachers working collaboratively to improve the progress of ELL students.	Consultants Staff developer	consultants and staff developer meet each week to review the impact of each phase of professional development and to plan the next steps of each phase Assistant Principal oversee the scope and implementation of the grant, coordinates the professional development mechanisms and the assessment of the success of the grant implementation.	information. . Teacher assessments to indicate progress include: . Individual teacher surveys . Individual teacher interviews . Learning Walks . Walk throughs . Informal observations . Formal observations
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Goal	Time	Professional Development	Facilitators	Responsibilities	Indicators
Teachers will use data that will inform their planning and differentiated instruction.	On 20 occasions from Sept 2008 – June 2009	Provide whole school professional development at Collaborative Laboratory with the focus on the sharing of best practice.	Consultants Staff Developer	All teachers across the school are to participate in professional development on using data to inform their planning and differentiated instruction. All teachers participate as Collab Lab presenters (once per year) and as regular participants. Consultants and staff developer develop a Collab Lab Planning format that includes strategy, content and language objectives and	. All teachers are provided with a range of qualitative and quantitative assessment samples. . All teachers use student conferring and student surveys and self-assessment to set student goals and inform differentiated instruction. . All teacher use assessment data

	<p>Sept 2008 – June 2009</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Faculty Meetings: On 9 occasions</p> <p>Faculty Conferences: Aug 29 Feb 2 Nov 4 June 4</p> <p>Throughout</p>	<p>Work individually with teachers as identified by the principal with the focus on in-class work and one-to-one meetings to support the administration team in developing a consistent understanding of using data to inform effective differentiated instruction.</p> <p>Informal and formal observations of teachers.</p> <p>Department Meetings</p> <p>Provide whole school professional development at Faculty Meetings and Conferences.</p> <p>Training will continue the professional development momentum from 2007 – 2008 with the focus on:</p> <ul style="list-style-type: none"> . Designing differentiated interventions . Designing assessment systems for your class and Department . Collecting and using data . Developing systems for collating data . Using the Santa Cruz Professional Teaching Standards . Cross Curricular Unit and 	<p>Consultants Staff Developer</p> <p>Administrators</p> <p>Administrators</p> <p>Administrators Consultants Staff Developer</p>	<p>a Collab Lab Reflection Template for participates that specifies how the modeled teaching and learning strategies will be incorporated into their own teaching.</p> <p>The Principal meets with consultants and staff developer to review the progress of targeted teachers</p> <p>Administrators, consultants and staff developer provide ongoing professional development in using assessment data to differentiate instruction at Department meetings and in reviewing curriculum based on data</p> <p>The Principal, APs, consultants and staff developers set the focus for each professional development meeting and conference and collaboratively develop each agenda.</p> <p>The Principal, APs, consultants and staff developer meet each week to review the impact of each phase of</p>	<p>to differentiate teaching materials based on student needs, level of challenge based on student readiness and teaching and learning strategies and organization based on student interests and strengths.</p> <ul style="list-style-type: none"> . Systemic and sustainable changes that integrate assessment with individualized instruction are implemented in all classrooms. . Teacher assessments to indicate progress include: <ul style="list-style-type: none"> . Individual teacher surveys . Individual teacher interviews . Learning Walks . Walk throughs . Informal observations . Formal observations
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	<p>the year</p> <p>Throughout the year</p> <p>Jan – June 2009</p>	<p>Lesson Planning</p> <p>Administrators and teachers will attend a variety of professional development courses and conferences outside the school.</p> <p>Teachers will participate in the Principal's professional reading book club.</p> <p>ELL Success Grant. Provide training for the group of teachers who volunteered to be part of this grant involving ELL teachers and content area teachers working collaboratively to improve the progress of ELL students.</p>	<p>Consultants Staff Developers</p>	<p>professional development and to plan the next steps of each phase.</p> <p>Assistant Principal oversee the scope and implementation of the grant, coordinates the professional development mechanisms and the assessment of the success of the grant implementation.</p>	
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Goal	Time	Professional Development	Facilitators	Responsibilities	Indicators
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<p>Teachers will identify those students in their classes who are struggling and devise strategies to enable them to learn successfully.</p>	<p>June 4 2008 August 29 2008</p>	<p>Provide whole school professional development at Faculty Conferences to train all teachers to develop and utilize folder systems for tracking individual systems.</p>	<p>Consultants Staff Developer</p>	<p>All teachers to participate in training in the develop and use of folder systems. Principal, APs, consultants and staff developers develop conference agendas. Administrators and consultants check on the implementation of folder systems.</p>	<p>. Folder systems are in place in all classrooms.</p> <p>. All teachers have selected appropriate students and have brought folders with student work to Department Meetings.</p>
	<p>Sept 2008</p>	<p>Establish Department Meetings to identify struggling students and to develop mechanisms to explore strategies that address student needs.</p>	<p>Assistant Principals</p>	<p>APs will use data from the Department Meetings to inform the work of the inquiry team and will ensure that teachers are accountable for submitting data on students and relevant teaching strategies.</p>	<p>. All teachers participate in completing the student work protocols and use the strategies discussed in protocols with students.</p>
	<p>Nov 4, 2008</p>	<p>Provide whole school professional development at a Faculty Conference to train teachers in how to identify student strengths and needs through analysis of student work, to cross-check analyses with other quantitative and qualitative data on students and refine teaching strategies that are applicable across curriculum areas.</p>	<p>Consultants Staff Developer APs</p>	<p>Principal, APs, consultants and staff developer develop conference agendas. All teachers to participate In training which includes working with cross-curricular colleagues on identify student needs and appropriate teaching and learning strategies.</p>	<p>. All teachers plan cooperatively in groups consisting of ELL teachers and content area teachers.</p>
	<p>Oct – Nov 2008</p>	<p>Incorporate work with struggling students into teachers' individual Teacher</p>	<p>Consultants</p>	<p>Consultants and staff design protocols to facilitate the training.</p>	<p>. All teachers use differentiation strategies in their classroom to support struggling students and use the protocol to identify and</p>

	<p>Sept 2008 – June 2009</p> <p>Throughout the year</p> <p>Jan – June 2009</p>	<p>Directed Plan for Professional Growth (see the separate school goal on the S.A.P for details).</p> <p>Inquiry Team is established to identify struggling students and design mechanisms to track student progress.</p> <p>Administrators and teachers will attend a variety of professional development courses and conferences outside the school.</p> <p>ELL Success Grant. Provide training for the group of teachers who volunteered to be part of this grant involving ELL teachers and content area teachers working collaboratively to improve the progress of ELL students.</p>	<p>Principal, APs, Inquiry Team</p> <p>Consultants Staff Developer</p>	<p>Principal will oversee operation of the Inquiry Team. APs will chair meetings. APs and teachers will design teacher information gathering systems and mechanisms for communicating information between Inquiry Team and Department meetings. Consultants and staff develop will provide support for teachers who identified this goal on their Teacher Directed Plan.</p> <p>Assistant Principal oversee the scope and implementation of the grant, coordinates the professional development mechanisms and the assessment of the success of the grant implementation.</p>	<p>instruct other struggling students.</p> <p>. Teachers use the process as an additional method for initiating their personal professional development.</p>
Goal	Time	Professional Development	Facilitators	Responsibilities	Indicators

Teachers will identify their individual professional development goals and implement, review and revise progress towards achieving their goals.	Sept 2008	Provide professional development at Faculty Meetings around the California Professional Teaching Standards, the school's Comprehensive Education Plans, the 2007 – 2008 School Quality Review and the school's goals for 2008 – 2009.	Principal, APs, Consultants, Staff Developer	All teachers across the school are to participate.	. A teacher directed plan for professional growth is completed that specifies for each teacher:
	Oct – Nov 2008	Meet individually with each teacher to conduct an interview to complete the Teacher Directed Plan for Professional growth.	Consultants	Consultants develop a protocol that enables teachers to specify individual professional development goals that linked to the school goals and the Professional Teaching Standards.	. Specific professional goals . A direct connection to the PTS. . Strategies and activities to accomplish goals . Mechanisms for measuring progress . Time frame for Implementation
	Nov 2008	Collate teacher goals	Principal, APs, Consultants		All teachers understand the protocol and its link to the school goals.
	March 2009	Provide professional development on the protocol for reviewing, revising and resetting goals at Faculty Meetings	Principal, APs Consultants	Consultants develop a mechanism that enables teachers to independently review progress towards goal achievement on an ongoing basis and to periodically complete an in-depth review of progress towards goal achievement.	. All teachers are familiar with the review process and use the protocol to review and reset goals.
	June 4 2009	Provide professional development on establishing a Professional Development Binder for each teacher at a Faculty Conference	Principal, APs Consultants Staff Developer		. All teachers use the process as another mechanism for initiating their personal professional development.
		Review the effectiveness of the Teacher Directed Plan for			. All teachers use a Professional Development Binder.

		Professional Growth process and protocols at this Faculty Conference			
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V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

13. Supportive English Language Arts instruction and SIFE Students. English and ESL teachers collaboratively plan and teach focusing on literacy and supporting all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom uses the principles of the Sheltered Workshop model. To additionally support the numerous SIFE students, we provide supplemental after school classes focusing on all areas of language development in traditional academic and alternative learning environments including the arts, history, science, reading, movement (yoga) and computer science. ESL and English teachers collaborate with the content area and bilingual teachers to support language acquisition and academic development.
14. Newcomers Plan – Students who arrive at LESP and are newcomers to either NYC or the United States are evaluated using the LAB-R exam. Results of this exam are reported to the Department of Education and to the school’s admission team. A parent / student interview is conducted with the parent coordinator, ESL teacher and the guidance counselor. Parents are provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.
15. Long Term ELLs and Extension of Services - LESP had 34 students listed as in need of extended services all of whom we address with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and tutorial assistance from both ESL and content area teachers via a PM school support program including peer tutoring, remedial and enrichment classes.
16. Special Needs / ELL - LESP does not have any ELL students who have been identified as Special Needs students. In the case that we do have Special Needs ELL students we plan to ensure that parents, guidance counselors, related service providers, and content area, ESL and Special Education teachers collaboratively work toward providing the identified student with the instruction and educational support necessary to be successful within the ESL and Regents curriculum. Some strategies include academic intervention services, one-on-one tutoring, counseling and collaborations among all content teachers.
17. Students Achieving Proficiency – English Language Learners who achieve “proficiency” still require additional support services. These students will be monitored by content area teachers and their guidance counselors. Additional Academic Intervention Services will be supplied both during the regular school day as well as within a comprehensive PM school program. Their progress academically, as well as on standardized state exams, will be monitored for accountability and intervention when necessary.
18. Students initially take an oral and written English placement exam during registration followed by the LAB-R within the first ten days they attend school. These tests ensure that students are placed in the appropriate ESL level. The counselors check the scores on the tests to assure the mandated number of instructional minutes is provided.
19. Explicit ESL is delivered in ESL and content area classes through scaffolding activities and materials that enable students’ comprehension and development.
20. Because of the size of the ELL population at LESP, ESL classes are stand-alone. ESL teachers do not push in or pull out students.

VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Students are tested in their Native Language by taking the Chinese Reading Test. This examination tests students at five levels of student knowledge in reading in Chinese. The Native Language Arts teachers perform initial assessments to determine the students language ability in Chinese.

ADDITIONAL LANGUAGES

Acholi (ACH)	Finnish (FIN)	Malayalam (MAL)	Slovak (SLK)
Adangme (ADA)	Garifuna (CAB)	Maltese (MLT)	Slovenian (SLV)
Afrikaans (AFR)	Georgian (KAT)	Mandinka (MNK)	Somali (SOM)
Akan (AKA)	German (GER)	Marathi (MAR)	Sotho-Southern (SOT)
Algonquin (ALQ)	Guarani (GUG)	Mende (MEN)	Sukuma (SUK)
Amharic (AMH)	Gujarati (GUJ)	Mohawk (MOH)	Swahili (SWH)
Arabic (ARB)	Hausa (HAU)	Ndebele (NDE)	Swedish (SWE)
Arawak (ARW)	Hebrew (HEB)	Nyanja (NYA)	Tajiki (TGK)
Assamese (ASM)	Hindi (HIN)	Oneida (ONE)	Tamil (TAM)
Aymara (AYC)	Hungarian (HUN)	Papiamento (PAP)	Telugu (TEL)
Basque (BAQ)	Ibo (IBO)	Pashto (PST)	Thai (THA)
Bemba (BEM)	Icelandic (ISL)	Romanian (RON)	Tigre (TIG)
Bengali (BEN)	Ilocano (ILO)	Romansch (ROH)	Tonga (TNZ)
Bhili (BHB)	Indonesian (IND)	Rundi (RUN)	Turkish (TUR)
Brahui (BRH)	Kabyle (KAB)	Samoan (SMO)	Ukrainian (UKR)
Breton (BRE)	Kamba (KAM)	Sanskrit (SAN)	Urdu (URD)
Bulgarian (BUL)	Kashmiri (KAS)	Seneca (SEE)	Wolof (WOL)
Cebuan (CEB)	Konkani (KNN)	Seri (SEI)	Yoruba (YOR)
Cham (CHA)	Lao (LAO)	Shan (SHN)	Zulu (ZUL)
Czech (CES)	Latvian (LAV)	Shona (SNA)	
Danish (DAN)	Lithuanian (LIT)	Shina (SCL)	
Estonian (EST)	Macedonian (MKD)	Sidamo (SID)	
Ewe (EWE)	Malay (MLY)	Sindhi (SND)	

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: Manhattan 515 **District** 01

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
13	12				2	27

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

UPDATED – OCTOBER 2008

SAMPLE STUDENT SCHEDULE 2008-09 (ESL/Bilingual)

Bilingual Program Type: TBE Dual Language
 ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: **01** School Building: **M515**

Name: **CHEN, FENG**, ID: **220255277**, GL: **10**, Official Class: **104**, Counselor: **POON**

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	ME31B/01 LI X 409	ME31B/01 LI X 409		ME31B/01 LI X 409	ME31B/01 LI X 409	
Period 2	FCNS/02 GUO L 401	FCNS/02 GUO L 401	FCNS/02 GUO L 401		FCNS/02 GUO L 401	
Period 3	E1ESM6/01 WOLF G 323		E1ESM6/01 WOLF G 323	E1ESM6/01 WOLF G 323	E1ESM6/01 WOLF G 323	
Period 4	PPE/03 HOFMANN K GYM	PPE/03 HOFMANN K GYM	PPE/03 HOFMANN K GYM	PPE/03 HOFMANN K GYM	PPE/03 HOFMANN K GYM	
Period 5	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	
Period 6	SL1PB/04 CHANG-LIU M 403	SL1PB/04 CHANG-LIU M 403		SL1PB/04 CHANG-LIU M 403	SL1PB/04 CHANG-LIU M 403	
Period 7	L1/02 PENG W 309	L1/02 PENG W 309	L1/02 PENG W 309		L1/02 PENG W 309	
Period 8	L1/02 PENG W 309		L1/02 PENG W 309	L1/02 PENG W 309	L1/02 PENG W 309	
Period 9						

SAMPLE STUDENT SCHEDULE 2008-09 (ESL/Bilingual)

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 01

School Building: M515

Name: **CHEN, NING**, ID: **220302673**, GL: **10**, Official Class: **104**, Counselor: **POON**

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	H3PB/01 JUNG S 415	H3PB/01 JUNG S 415		H3PB/01 JUNG S 415	H3PB/01 JUNG S 415	
Period 2	E4ECP5/01 SCOTT H 371	E4ECP5/01 SCOTT H 371	E4ECP5/01 SCOTT H 371		E4ECP5/01 SCOTT H 371	
Period 3	SL1PB/03 WANG W 405		SL1PB/03 WANG W 405	SL1PB/03 WANG W 405	SL1PB/03 WANG W 405	
Period 4	FCNS/05 RUAN H 447	FCNS/05 RUAN H 447	FCNS/05 RUAN H 447	FCNS/05 RUAN H 447	FCNS/05 RUAN H 447	
Period 5	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	
Period 6	L4/02 KNUDSEN B 335	L4/02 KNUDSEN B 335		L4/02 KNUDSEN B 335	L4/02 KNUDSEN B 335	
Period 7	L4/02 KNUDSEN B 335	L4/02 KNUDSEN B 335	L4/02 KNUDSEN B 335		L4/02 KNUDSEN B 335	
Period 8	ME31B/02 LI X 413		ME31B/02 LI X 413	ME31B/02 LI X 413	ME31B/02 LI X 413	
Period 9						

SAMPLE STUDENT SCHEDULE 2008-09 (ESL/Bilingual)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: **01**

School Building: **M515**

Name: **WANG, MAO**, ID: **215550898**, GL: **11**, Official Class: **118**, Counselor: **MIXED**

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Day 0
Period 0						
Period 1	E7ESWS/01 PENG W 309	E7ESWS/01 PENG W 309		E7ESWS/01 PENG W 309	E7ESWS/01 PENG W 309	
Period 2	E7ESWS/01 PENG W 309	E7ESWS/01 PENG W 309	E7ESWS/01 PENG W 309		E7ESWS/01 PENG W 309	
Period 3	MA33/01 YEE C 413		MA33/01 YEE C 413	MA33/01 YEE C 413	MA33/01 YEE C 413	
Period 4	PPE/03 HOFMANN K GYM	PPE/03 HOFMANN K GYM	PPE/03 HOFMANN K GYM	PPE/03 HOFMANN K GYM	PPE/03 HOFMANN K GYM	
Period 5	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	ZLLL/01 LUNCH CAFE	
Period 6	FCWA/01 RUAN H 447	FCWA/01 RUAN H 447		FCWA/01 RUAN H 447	FCWA/01 RUAN H 447	
Period 7	SE2PB/02 CHANG-LIU M 403	SE2PB/02 CHANG-LIU M 403	SE2PB/02 CHANG-LIU M 403		SE2PB/02 CHANG-LIU M 403	
Period 8	L6/03 BARTH L 331		L6/03 BARTH L 331	L6/03 BARTH L 331	L6/03 BARTH L 331	
Period 9						

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

01M515 2.12.09

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) 10, 11, 12 **Number of Students to be Served:** 378* LEP _____ Non-LEP _____

Number of Teachers 33 **Other Staff (Specify)** 3 Guidance Counselors,
School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our diverse student body, which consists of 519 students, is drawn from recent immigrants from the immediate community as well as students who have chosen to attend Lower East Side Prep after having experienced difficulty adjusting to the traditional learning environment found in many large New York City Comprehensive High Schools. The commonality for all of our students is that they are older (17-21) than the typical high school students in New York City and want to complete the regular high school diploma program.

The majority of students at LESP are recent immigrants from China. Other ethnic backgrounds include students from the US, the Virgin Islands, the Dominican Republic, South America. Approximately 80% of the students are considered economically disadvantaged (Title I, below poverty line), and eligible for free lunch. Additionally, 27 out of 519 students identified English as their home language, 14 identified Spanish as their home language, two students specified Bengali, and two students identified Vietnamese as their home language, while Urdu is the home languages for one student. 491 students speak various dialects of Chinese as their mother tongue with Cantonese the dominant dialect among the majority of LESP students.

LESP ensures appropriate placement in language programs through effective parent involvement during and after admissions processing. At registration the Parent Coordinator and counselors discuss the varying types of services provided to ELL students such as Bilingual Education Programs and Freestanding ESL programs. At this interview, the ESL program, and the orientation materials

found in the EPIC School Kit are presented to the parents and student. Based on this parent choice students are given either a bilingual Chinese program or free standing ESL. The trend for the past three years has been a selection of bilingual education coupled with ESL classes.

Lower East Side Prep is committed to improving instruction and supporting efforts directed at our English Language Learning Students. Through ongoing professional development we are working together to fine tune our strategies in order to address the needs of all our students within the school building. **A huge effort has been made to write and receive grants to support our ELL students and to provide supplemental activities including a Bilingual Education Grant from the State (Green Graphics), SIFE Grant, and ELL Excellence Grant. Additional support efforts include an After School and Regents Preparation Grant supported by the Chinese American Planning Council and United Way to provide an array of after school courses, tutoring, activities for students and credit bearing courses.**

For this reason, at this time, we do not require many per session dollars and instead wish to invest more in professional development, technology and counseling to supplement and maximize instruction for ELL's in our afterschool program and provide teaming of teachers with on site staff developers to reach more students in smaller groups.

Supportive English Language Arts instruction and SIFE Students. English and ESL teachers collaboratively plan and teach focusing on literacy and supporting all students but in particular toward the ELL and SIFE targeted student groups. This instructional classroom uses the principles of the Sheltered Workshop model. To additionally support the numerous SIFE students, we provide supplemental after school classes focusing on all areas of language development in traditional academic and alternative learning environments including the arts, history, science, reading, movement (yoga) and computer science. ESL and English teachers collaborate with the content area and bilingual teachers to support language acquisition and academic development.

Newcomers Plan – Students who arrive at LESP and are newcomers to either NYC or the United States are evaluated using the LAB-R exam. Results of this exam are reported to the Department of Education and to the school's admission team. A parent / student interview is conducted with the parent coordinator, ESL teacher and the guidance counselor. Parents are provided with the same ESL information that was stated above, and will be given the option of choosing the most appropriate program for their child.

Long Term ELLs and Extension of Services - LESP had 34 students listed as in need of extended services all of whom we address with specific academic and social support. ELL students in need of extended services will be provided with individual counseling from our guidance staff and tutorial assistance from both ESL and content area teachers via a PM school support program including peer tutoring, remedial and enrichment classes.

Summation:

Lower East Side Prep is pleased to present a comprehensive approach to our English Language Learning program. Through early identification of students, collaborative planning and preparation, guidance support services, content area courses taught in

English and Chinese infused with ESL methodologies and parent involvement, our school is working diligently on assisting all students as they progress toward completion of their high school diploma requirements. Each component of our school, (Parents, Students, Faculty and the School Leadership Team) is involved in the development, implementation of and assessment of Lower East Side Prep's ESL program. We are committed to providing quality instruction to all our students.

Title III Supplemental Instructional Program

1. **Supplemental After School and In Class Art Projects for ELLs** - Henry Street Settlement brings Artists on site to support and supplement after school and in-class art projects to LESP (\$8500).

2. **NYC Writing Project Team Teaching and Supplemental Instructional Support:** An on site consultant from the NYC Writing Project team teaches with ESL and NLA teachers to provide additional support to ELL students and teachers in all content areas (\$14,440) which is literacy enriched. This is particularly important for our newly arrived ELL students who need this support as they are low level. Content is taught using a Balanced Literacy Model.

3. **Literacy Coach Team Teaching and Professional Development:**

Professional development focused on working with teachers individually to develop and implement classroom strategies in Balanced Literacy to support ELL students is supplemented by our literacy coach at .4 (\$29,770 paid by Title III) as she is team teaching 2 courses (of five) daily with ESL and Content Area teachers of ELLs to integrate Balanced Literacy Strategies to supplement instruction and to provide enhanced learning for low level ELL students.

4. **April Break Course on the Holocaust.** (Week of April 13th, 9 to 3 pm)

Overview: This ELA course will use drama, primary source documents and literature to give students a deeper understanding of human reactions to, and behavior during the Holocaust.

The students will:

- practice speaking skills by acting in front of the classroom
- enhance listening skills through guest speakers and a theatrical performance
- become familiar with and learn how to annotate primary source documents
- draw comparisons thematically linked works of literature
- develop a deeper understanding of literary elements such as plot, characterization, antagonist, protagonist, setting, conflict and denouement

This course will include taking students to two plays (\$4221.40) about the Holocaust and rigorous writing in preparation for the ELA Regents and NYSESLAT exams. Students will be trained to use academic language, content vocabulary and build skills for task 2 on the ELA Regents. The texts used will be *The Diary of Anne Frank*, Play Version (\$300), *Maus*, Spiegelman, *Irena's Vow*, drama by

Dan Gordon (\$300). Students in this enrichment program will participate in educational trips and Broadway performances: **Irena's Vow** on Broadway (\$1,440.00) and **Museum of Jewish Heritage, NYC** (\$225.00).

- Two teachers (1 ELA and 1 Certified ESL), 6 days x 7hrs. = 42 (41.98 x .18 fringe) = 49.54 per hour x 2 x 42 hrs.= \$4161.36.
- Supervisor hours. 6 days x 7 hrs. =42hrs. x \$43.34 =\$1820.28 x .18 fringe) =\$2148.93.

5. **Supplemental after school counseling** sessions to ELLs: Per session (\$6000 for Bilingual Guidance Counselors (53.47 x 112 = \$5,989) to provide supplemental services to ELL's through small group and individual counseling sessions focused on supporting acculturation and academic achievement

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development Plan – The plan has come about as a result of School Quality Review recommendations, classroom observations by administrators, surveys of teachers to identify their individual needs and directly connected to the goals of the school. We are focusing our yearly professional development on best practices, ESL strategies, the use of Data in each classroom and various methodologies to foster additional listening, reading and writing skills to assist students in their quest to learn and master the English language. Additionally, we are continuing to work with teachers on the concepts and components of the Sheltered Workshop Model and best scaffolding techniques as well as continuing to foster and broaden Balanced Literacy in each and every classroom with ELL Students. PD is also provided via bi-weekly after-school workshops known as "Collaboration Laboratory" combining small group instruction, demonstrations using real students and the Japanese Lesson Planning Model under our UFT SBO. Professional development monies will be used to provide support for ESL and content teachers to attend ongoing training and other PD provided by DOE vendors. There is on-going support provided for teachers who are tutoring, teaching after school courses and team teaching to provide more direct instruction.

Title III Professional Development

1. The training is provided by a Literacy Coach, as well as a consultant from the NYC Writing Project who works with ESL and bilingual students and teachers on site and participate actively in direct classroom instruction, planning and direct instruction to students.

2. **ELA/ESL Study group**—teachers will develop instructional materials for the supplemental Title III program (April 5 day Holocaust Course). 2 teachers x 7 hours @ 51.34 per hour = **\$ 719.00**

Form TIII – A (1)(b)

Title III LEP Program

UPDATED – OCTOBER 2008

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$6000.00	Per session to provide supplemental services to ELL's through small group and individual counseling sessions focused on supporting acculturation and academic achievement. Because we have some funding from other sources we cannot add additional per session activities at this time. After school and Saturday Regents Preparation are currently funded by grants from NYS Bilingual Education, Chinese American Planning Council, United Way and SIFE.
Purchased services such as curriculum and staff development contracts	\$52,670.00	<p>Henry Street Settlement brings Artists on site to support and supplement after school and in-class art projects to LESP (\$8500).</p> <p>An on site consultant from the NYC Writing Project team teaches with ESL and NLA teachers to provide additional support to ELL students and teachers in all content areas (\$14,440) which is literacy enriched. This is particularly important for our newly arrived ELL students who need this support as they are low level. Content is taught using a Balanced Literacy Model.</p> <p>Professional development focuses on working with teachers individually to develop and implement classroom strategies in Balanced Literacy to support ELL students is supplemented by our literacy coach at .4 (\$29,770) as she is team teaching 2 courses</p>

		daily (of five) to integrate Balanced Literacy Strategies to supplement instruction and to provide enhanced learning for low level ELL students.
Supplies and materials		
Travel		
Other	\$8,680.00	<p>April Break Course on the Holocaust. Two teachers, 6 days x 7hrs. = 42 (41.98 x .18 fringe) = 49.54 per hour x 2 x 42 hrs.= \$4161.36. Supervisor hours. 6 days x 7 hrs. =42hrs. x \$43.34 =\$1820.28 x .18 fringe) =\$2148.93.</p> <p>ELA/ESL Study group—teachers will develop instructional materials for the supplemental Title III program. 2 teachers x 7 hours @ 51.34 per hour = \$ 719.00</p> <p>Course will include taking students to two plays (\$4221.40) about the Holocaust and rigorous writing in preparation for the ELA Regents and NYSESLAT exams.</p> <p>Students will be trained to use academic language, content vocabulary and build skills for task 2 on the ELA Regents. 1 English Credit for English Language Learner students</p> <p>Week of April 13th, 9 to 3 pm.</p> <p>Texts: <i>The Diary of Anne Frank</i>, Play Version (\$300) <i>Maus</i>, Speigelman <i>Irena’s Vow</i>, drama by Dan Gordon (\$300)</p>

		<p style="text-align: center;">Various handouts</p> <p>Overview: This ELA course will use drama, primary source documents and literature to give students a deeper understanding of human reactions to, and behavior during the Holocaust.</p> <p>The students will:</p> <ul style="list-style-type: none"> • practice speaking skills by acting in front of the classroom • enhance listening skills through guest speakers and a theatrical performance • become familiar with and learn how to annotate primary source documents • draw comparisons thematically linked works of literature • develop a deeper understanding of literary elements such as plot, characterization, antagonist, protagonist, setting, conflict and denouement <p>Trips: Irena’s Vow on Broadway (\$1,440.00)</p> <p>Museum of Jewish Heritage, NYC (\$225.00)</p> <p>Teaching Artists to Visit Classroom/Workshop at Museum: To be determined</p>
TOTAL	\$67,350.00	

This entire section must be completed for each budget submitted.

SECTION XVII
BUDGET NARRATIVE

School District 01 For Title III
BEDS Code 310100011515

* MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE

If Transferability is used for 2008-2009, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	<p>April Break Course on the Holocaust. Two teachers, 6 days x 7hrs. = 42 hours. (41.98 x .18 fringe) = 49.73 per hour x 2 x 42 hrs.= \$4177.32. Supervisor hours. 6 days x 7 hrs. =42hrs. x \$43.34 =\$1820.28 x .18 fringe) =\$2148.93.</p> <p>ELA/ESL Study group—teachers will develop instructional materials for the supplemental Title III program. 2 teachers x 7 hours @ 49.73 per hour = \$ 696.22</p> <p>Per session to provide supplemental guidance services to ELL’s through small group and individual counseling sessions focused on supporting acculturation and academic achievement. (113 X 53.47) = \$ 6,000</p>

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	<p>Henry Street Settlement brings Artists on site to support and supplement after school and in-class art projects to LESP (\$8500).</p> <p>An on site consultant from the NYC Writing Project team teaches with ESL and NLA teachers to provide additional support to ELL students and teachers in all content areas (\$14,440) which is literacy enriched. This is particularly important for our newly arrived ELL students who need this support as they are low level. Content is taught using a Balanced Literacy Model.</p> <p>Professional development focuses on working with teachers individually to develop and implement classroom strategies in Balanced Literacy to support ELL students is supplemented by our literacy coach at .4 (\$29,770) as she is team teaching 2 courses daily (of five) to integrate Balanced Literacy Strategies to supplement instruction and to provide enhanced learning for low level ELL students.</p>
<i>Code 45 Supplies and Materials</i>	
<i>Code 80 Employee Benefits</i>	
<i>Code 90 Indirect Cost</i>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 49 BOCES Services</i>	
<i>Code 20 Equipment</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

At Lower East Side Preparatory High School, the majority of English Language Learners at our school speak either Mandarin or Cantonese. When students register for LESP they fill out surveys and have discussion with the Parent Coordinator and guidance staff in order for us to know what language they communicate.

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

We have a teacher designated as the translator for written documents. The teacher translates all documents and letters sent to parents and students. We have several school aides who speak several dialects of Chinese as well as guidance counselors, the parent coordinator, several teachers designated guidance counselors.

Part B: Strategies and Activities

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

When a document or letter is designated for school wide distribution, we have one teacher designated as part of her sixth period assignment to translate all necessary documents. When a parent comes in to meet with teachers, counselors we designate a counselor, school aide or the parent coordinator to translate.

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

When an interpretation is necessary we designate a teacher, a guidance counselor, the parent coordinator, or a school aide to interpret for the parent, student and teacher.

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

LESP does have an extensive oral and written translation program to support our school and DOE initiatives. We are confident we will fulfill section VII of Chancellor's Regulation A-663. We do hope however that many of the centrally generated documents will be translated by central.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$426,674.
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$4,227.
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$21,334.
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part I.

Introduction:

Family and parental involvement must be part of the solution in closing achievement gap of our students according to Darling (2008). The involvement must be more than mandated legalization as required under NCLB Act (2001). District 1 is evolving in creating a family the policy which will develop the format and organizational structures that assist parents in the following:

I. Family involvement that means the participation of parents in regular and meaningful communication involving student academic learning and other school activities

(A) that families play an integral role in assisting their child’s education

(B) and families are encouraged to be actively involved in their child’s education at school;

(C) that families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

PART II.

Description of How District I Will Implement Required District-wide Parental Involvement Policy:

A. The District Family Advocate will report two (2) times /year to the Community Education Council, the District Leadership Team, and the Presidents’ Council. Here are examples of the kind of information that will be shared during these reports:

Organizations	Fall semester	Spring semester
Community Education Council	<ul style="list-style-type: none"> Plan for communicating with parent coordinators and families about district’s schools of choice policy and pre-K registration 	<ul style="list-style-type: none"> Update on usage of Parent Center
District Leadership Team	<ul style="list-style-type: none"> Data of schools that have met requirements of and submitted School Leadership Team membership rosters and annual calendar of meetings 	<ul style="list-style-type: none"> Update on joint OFEA/DLT series of workshops for SLTs: topics, # of attendees
Presidents’ Council	<ul style="list-style-type: none"> Update on status of every school’s PTA or PA, approval of PA budget, submission of by-laws, meeting agenda 	<ul style="list-style-type: none"> Data of total parent attendance at fall and spring Parent-Teacher conferences for each school
District One Title Parent Advisory Council	<ul style="list-style-type: none"> Ensuring that all schools have an effective Title I Parent Involvement Policy 	<ul style="list-style-type: none"> Update on the District Title I

	and Parent/School Compact. <ul style="list-style-type: none"> • Update on status of every school's Title I approval of budget, submission of option form and meeting attendance with agenda 	Council meetings
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B. The District Family Advocate will support the work of the District I Presidents' Council and the Community Education Council, District I Title Parent Advisory Council and the High School Presidents' Council.

- Maintain as part of the Office of Family Engagement and Advocacy dedicated District Family Advocates. These District Family Advocates will develop and communicate the annual Family Involvement Policy.
- Fully support the District One Presidents' Council with information, space, speakers and more so that each school's representative can carry back information to all the parents in the school.
- Fully support the Community District Education Council of District One so they can provide input on educational policy. Parents in all schools must have the opportunity to voice their opinions about their school and district issues.
- Ensure that every school has a Parent Coordinator who understands the needs of the local community.
- Provide professional development workshops to Parent Coordinators, which include strategies for helping children succeed in literacy, math, science as well as the arts information on ELA and Mathematics state exams, the promotional policy and a variety of other relevant topics. Professional development is also provided to inform parents of the process of school review and school improvement.
- Ensure that there is a well-functioning Parents' Association/Parent Teacher Association with elected leadership in each school.
- Provide professional development to Parents' Association/Parent Teacher Association officers on building school communities, leadership, the Chancellor's Regulation, bylaws, fundraising, and school leadership teams.
- Encourage the District One President's Council to send a representative to the monthly Chancellor's Parent Advisory Council (CPAC) meeting to gather information provided by the Office of Family Engagement and Advocacy (OFEA) and other central divisions and departments.

- Ensure there was a District Leadership Team, which holds regular meetings in order to support the DCEP and the District One School Leadership Teams.
- Facilitate continual communication between the central Department of Education staff, the district and parent leadership in each school.
- Ensure all Title I funds are directly distributed to each school.

III. The District Leadership Team will continue to develop relationships and strategies that reinforce building parental capacity of educational school system.

A. District One will continue to involve families in the home-school connection by engaging them in their children’s education. This strong collaboration between administrators, teachers, and parents significantly contributes to the high level of student achievement in the district. Families are encouraged to participate in school functions, attend President’s Council Meetings and speak at Community District Education Council Meetings.

B. District One will continue to coordinate communication between home and the schools in District One with a particular focus on Early Childhood Literacy and the importance of Literacy in the early years. The District One Family Advocate along with the Community Superintendent will conduct workshops. Each Parent Coordinator will be asked to turnkey the workshop in their school and parent community.

C. District Family days in the school will be developed with input of President’s Council, District Title I Parent Advisory Council, Community Educational and school communities.

Community School District One provides a unique education opportunity for the students and families of the Lower East Side, East Village and Chinatown neighborhoods, including many new immigrants from the Dominican Republic and China. With about 10,286 Pre-K- 12 students, District One is the smallest of the 32 Community School Districts but boasts 30 unique and diverse elementary, middle schools and high schools designed to meet the needs of every student and family. The thirteen elementary schools; five middle/intermediate/junior high schools; four K-8 schools; two 6-12 schools; five high schools; and one K-12 school. In District One schools are characterized by being small, having a commitment to small class sizes and offering all-day Pre-Kindergarten. District One is a District of Choice - every school is available for admission to every student in the District. There are no zoned schools in District One. Our Schools of Choice admissions policy ensures fairness, diversity and equitable access for all students to all schools.

IV. The District One Office has created an environment that has the following components with the leadership of the Community Education Council of District One and Superintendent,

- workshops on parenting skills, homework, family literacy, computer skills and math skills
- library of parenting and educational resources

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- lending library of books and educational material for children/parents

laptop computer access including internet access to DOE and other informational sites, including school web pages.

- help for parents and students to gain access, skills and motivation to stay involved with their local schools.
- provide information on Off site training for large scale meetings/workshops

A. Hours of operation: Open from and 10 am to 2 pm Monday to Friday, with additional occasional scheduled weekend events, the center will operate year-round, including some school holidays except Holiday Recess. Additionally the center will be available upon request for parent-initiated meetings and events.

B. Staff: District One staff (District Family Advocate and Administrative Assistants) will support parents in basic computer skills and workshops will be scheduled for parent leaders.

C. Workshops:The workshops will address the three areas of family involvement, which are the academic, governmental, and community issues. Each area is has an importance in developing family involvement to ensure academic achievement of their child(ren).

Chancellors Regulations	Academic	Community Issues
Parent Involvement (A-660)	Promotional Requirements	Safety (Safe Haven)
SLT (A-655) Budgeting and team work	Literacy Skills -- how to prepare for tests	Gang Awareness
Fiscal Responsibilities	Math Skills -- how to prepare for tests	Housing
CEC (D-140, 150, 160) Selection Process Applications for the District Community Education Council and Citywide High School Council	Computer Skills -- how to manage the DOE Web Site	Temporary Housing
The Department of Education Discipline Code	Parent-teacher conference Questions for effective discussion	Health Issues

Registration and admission information	1.Special education and the IEP process 2. Letters on academic intervention services for children with promotion in doubt	1.The middle school choice process 2. The high school choice process 3. Information on specialized high school exams
--	--	--

V. Leveraging community resources to supports school-family partnerships. The District One staff will develop partnerships to provide comprehensive social and medical services to families, housing and employment co-sponsors special events and outings with the local YMCA, Boys and Girls Clubs, Ryan NENA pediatric clinic, Grand Street University and Henry Street Settlements, Educational Alliance, Third Street Music Settlement, Middle Collegiate Church, Studio in a School, and Partnership With Children

VI Outreach To reach as many parents as possible, OFEA staff along with parent volunteers will publicize the office’s resources. OFEA staff can work with each school parent coordinator to sign parents up for school tours, answer questions about the schools, and provide parents and students with opportunities to use the center's technology and literacy resources.

OSEPO officials will coordinate school choice informational fairs at appropriate times in the enrollment cycle (early Childhood/ Middle school/Elementary/ G and T/ High School) to bring together schools, parents and CBO’s in the community with the assistance of District I Staff.

Darling S., “Family Must Be a Part of the Solution in Closing the Achievement Gap”
The National Center for Family Literacy in Louisville, KY. Copyright © 2008 Heldref Publications

Donlan, Lisa “Proposal for Parent Center District”, 2008 New York

Phillips, Daniella, Superintendent District I, 2008

Carney-Hall, K., “Understanding Current Trends in Family Involvement” NEW DIRECTIONS FOR STUDENT SERVICES, no. 122, Summer 2008 © Wiley Periodicals, Inc.
Published online in Wiley InterScience (www.interscience.wiley.com) • DOI: 10.1002/ss.271

Taub, D. “Exploring the Impact of Parental Involvement on Student Development”
NEW DIRECTIONS FOR STUDENT SERVICES, no. 122, Summer 2008 © Wiley Periodicals, Inc.

Please comment below on the policy and submit.

Thank you.

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

LOWER EAST SIDE PREPARATORY HIGH SCHOOL

145 Stanton Street, New York, NY 10002 Tel.347.563.5445 Fax. 212.260.0813

Ms. Martha Polin, Principal

Ms. Cheechee Kung, Parent Coordinator.

School Parent Compact

School Responsibilities

Lower East Side Preparatory High School will:

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

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

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
On October 23, 24, 2008 and on April 4, 5, 2009

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

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

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

Provide parents opportunities to volunteer and participate in their child's' class, and to observe classroom activities as follows:
Parents are welcome to school anytime.

Parent Responsibilities

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

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

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

Volunteering in my child's classroom:

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

Participating in school activities on a regular basis;

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

Reading together with my child every day;

Providing my with a library card;

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

Respecting the cultural differences of others;

Helping my child accept consequences for negative behavior;

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

Supporting the school's discipline policy;

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

	Print Name	Signature	Date
Parent			
Student (If applicable)			

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
Assessment is done school wide initially through departments and then as a complete staff. Assessments include in class formative and summative in addition to other school wide assessments.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The school maximizes any and all opportunities for advanced levels of student achievement. Many school clubs attract significant numbers and meet during the school day, such as: The English Club, Student Government, and Mouse Squad. The school also runs an extensive and well attended after school and Saturday school program that provides for Regents prep and other academic support such as, English Literature, ESL Reading, Genetics, ESL A (for newcomers), Comic Book writing and Bilingual Peer Tutoring, . AP Calculus and AP Chinese courses are also offered. These program funds are supplemented by a partnership with the Chinese American Planning Council, the United Way, and JC Penny.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

See above. Summer school is offered every year. Also, the school-wide vision, philosophy, and professional development supports instructional strategies that are research based such as balanced literacy, workshop style, point of entry model, differentiated instruction, constructivist teaching, and hands-on, project based and cooperative learning.

- Help provide an enriched and accelerated curriculum.

Student Chorus, Hip Hop dance class, yoga, origami, chess, film making, studio arts, toast masters, and ping pong club are just some of the examples of popular after school classes that provide enrichment. In addition, there is a very popular Ballroom Dancing class that is offered during the day.

- Meet the educational needs of historically underserved populations.

See above. Five percent of the students attending LESP are American born transfer students. These students are the focus of several efforts at the school to increase their performance. Specifically, individual teachers have set professional development goals addressing the needs of these students. These goals will be supported by the professional developers on staff through individual coaching and school-wide staff development sessions that are focusing on differentiation. There is also a follow up effort to track alumni and interview them about how to improved college success rates.

For example every year we have an alumni day. We videotape the discussion we have with alumni about how Lower East Side Preparatory High School prepared them for college and life after high school. We learned that students wanted more opportunities to speak English. As a result we designed our professional development programs with an increased focus on literacy across the curriculum. We worked with teachers to incorporate literacy, more vocabulary and more language into their lessons. We also started an English club, whereby students who have stronger speaking skills practice speaking with students with weaker English Language skills.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

There are three guidance counselors and one social worker on staff that intensively support incoming students who have a great deal of urgent needs. Many students are recent immigrants who need help with housing, jobs, and other social services. The guidance department also provides extensive college counseling and brings in outside experts to help students with their college applications and college success. The college acceptance rate is 85%.

Students also have access to a variety of technological training through Mouse Club, a high level of technologically based teaching, and classes designed to teach students a variety of technical skills, such as an after-school photo shop class.

- Are consistent with and are designed to implement State and local improvement, if any.
- All programs support the development of language acquisition and literacy skills of ELL students.

3. Instruction by highly qualified staff.
As per our BEDS information 100% of our school staff is highly qualified in their content area.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

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 Collaboration Laboratory allows actual lessons with students to be demonstrated, followed by warm and cool feedback. Elements of this protocol have been developed in concert with the pedagogical staff and the administration. This unusual model continues to foster conversations and improvement in lesson delivery. There is a teacher committee constantly improving and evolving the process to refine feedback and derive maximum benefit for all teachers and students. This has become increasingly important as the UFT contract does not provide much time for Professional Development.

Our second strength is our collaboration with institution of higher learning. LESP has completed nearly two years of a partnership with New York University and Hunter College including the placement of student teachers, learning partners, professional development for our teachers and free courses. The presence of these observers and student teachers coupled with high quality professional development in areas such as the Santa Cruz Continuum has raised the level of professionalism among our teachers.

The administration has a firm commitment to onsite, individualized Professional Development. To that end, we devote a major portion of discretionary funds to providing teachers with the best consultants available. There is a full time coach is on staff to further initiatives and mentors one teacher at a time.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
LESP is able to attract high quality highly qualified teachers consistently from year to year. We have a reputation for investing in teachers professional development. The school has a city-wide reputation for excellence and safety. As well, the high percentage of Chinese

students who bring with them their culturally imbedded respect for educators is an attraction for highly qualified teachers. Several other elements contribute to the ability of LESP to attract high quality of teachers: it's a small school, it's located on the Lower East Side of Manhattan, it's in a well cared for building. However, the high level of professionalism due to the Principal's leadership is the primary factor that attracts and keeps good teachers.

6. Strategies to increase parental involvement through means such as family literacy services. Parents, students, teachers and other members of the community play significant roles in decisions about school instruction. They are all major players in the decision making process. We are a collaborative school in the true sense, because we believe to be effective, we have to listen to our constituents. We offer our parents ongoing courses in English and technology skill building, as well as workshops dealing with health, financing college and immigration issues.

The School Leadership Team and Parent Association are an important part of our decision making processes. We provide facts and information and we ask for ideas and feedback. Our parent Coordinator plays an active role by informing and engaging parents in school activities, mainly through our parent newsletter. We continue to have focus groups with teachers and students to inform the administration and develop supports for the school community as a whole.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. Initial assessment choices were based on staff and administrative review of available assessments. Teachers have access to the results from Regents exams, SAT exams, AP exams, and department wide exams. Also, we have asked the staff to keep assessment folders for all of their students in order to collect performance evidence. This data is periodically used in Staff Development to help teachers focus their efforts on patterns of weaknesses that emerge. The school-wide focus on differentiation has also provided opportunities for teachers to use academic assessments as a basis for interventions and improvements. We have asked teachers to identify the lowest performing student in each of their classes and provide evidence of assessments that support that status. We are using those names as a basis to further staff development on differentiation. For example, we have modeled a child study approach that we are working on applying to the whole staff. We are also asking teachers to create differentiation strategies to meet the needs of these students. In addition, the theme for Collaboration Lab presentations this year is differentiation.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. See above. The student folder system was instituted in part to allow for timely responses to student difficulties.

As well, the ESL department functions as a sort of first line of defense for incoming students. The individualized and personalized nature of the ESL pedagogy means that ESL teachers are often the first teachers to recognize and pinpoint individual students' needs and difficulties. These teachers serve as liaisons between the students and the services that LESP provides and can direct them toward.

Struggling students and at risk students are also placed in a specialized small class to work with the special education teacher.

The guidance department also pulls out students for small informal counseling sessions and group sessions that provide practical and emotional support for at risk students. Students that need additional support are referred to outside agencies.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We have a partnership with Health Corps lead by Dr. Memhet Oz, and we have a VATEA grant that offers courses that can earn students certification in Microsoft Office programs and we have students develop expertise in using Photoshop.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: School in Need of Improvement **SURR¹ Phase/Group (If applicable):** _____
Year 1

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

We assert that the data did not accurately reflect the schools actual performance. Meeting the mandates of No Child Left Behind poses unique challenges, particularly in preparing students with severe English language deficiencies to sit for the English Regents. Chinese students who are new arrivals and speak little to no English are still required to sit for English Regents exams that they cannot pass. Both our participation rate and passing rate are negatively impacted and as a result we fail to meet our AYP.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

We have begun the difficult work of developing teacher skills to examine passing rates and various formative and summative assessments to positively affect student outcomes based on current data. We see progress in this area and continue to provide help and support to the pedagogues to foster achievement in the classroom. English infusion in all content areas is an ongoing focus of the administrative team, professional developers and teachers.

¹ School Under Registration Review (SURR)
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Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = **\$426,674**; 10% of Title I allocation = **\$42,667**.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement. The 10 percent of the funds will be used to provide on-going professional development to the staff that focuses on meeting the needs of English Language Learners and supporting their progression toward a high school diploma

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

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 professional development initiatives and mentor teachers individually, including this year's sole first year teacher. New Teachers will be mentored by our on site Literacy coach. Other staff members will work one on one with a member of the administration or a staff developer from Aussie.

The real strength of the school is that we allow teachers to share and experiment with various instructional techniques. For example our Collaboration Laboratory allows actual lessons with students to be demonstrated, followed by warm and cool feedback. Elements of this protocol have been developed in concert with the pedagogical staff and the administration. This unusual model continues to foster conversations and improvement in lesson delivery. There is a teacher committee constantly improving and evolving the process to refine feedback and derive maximum benefit for all teachers and students. This has become increasingly important as the UFT contract does not provide much time for Professional Development.

Our second strength is our collaboration with institutions of higher learning. LESP has completed nearly two years of partnerships with New York University and Hunter College that include the placement of student teachers, learning partners, professional development for our teachers and free courses. The presence of these observers and student teachers coupled with high quality professional development in areas such as the Santa Cruz Continuum has raised the level of professionalism among our teachers.

We need to engage in more consistent follow up and continue to refine our professional development while deepening our knowledge of the Santa Cruz Continuum of Teaching Standards. In addition, we need to take better advantage of department meetings as a setting for staff development.

We want to refine our process for identification, implementation and evaluation of our short and long term goals. We need to pay more attention to how we set multiple goals, evaluate progress toward each goal, and decide when and if to move on to new goals. We need to ask ourselves: how do we attend to multiple goals concurrently? How do we use on-going assessment of our progress toward multiple goals? How do we assess achievement of goals and then set new goals?

A third area for improvement is improving our understanding and effective utilization of the new periodic assessments.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Families received a packet directly from the Department of Education identifying the school as a SINI school and parental options. The school sent additional notifications home to all parents regarding the school identification and its repercussions. The school leadership team was also engaged in discussions about the SINI status. All notifications were both in English and Chinese. We wrote a letter explaining our SINI status in both English and Chinese. We explained that parents should not be alarmed by this SINI designation because this status is based on a New York State calculation that does not consider the special circumstances and needs of students new to the country. We explained that the calculations are based on an unrealistic expectation for students entering the New York City Public School System at 17 plus years of age and unable to speak English. Federal Legislation has yet to address this issue nationwide. The SINI status is an outgrowth of a statistical standard that makes it difficult for schools with large English Language Learner populations (we have over 90%) to meet the standards, particularly given the short period of time allowed to graduate students under these rules (often as little as 1 to 2 years).

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1. Curriculum

1A. English Language Arts

1A. 1: The principal has a committee made up of two AUSSIE staff developers, in-school teacher center staff developer, the two Assistant Principals and the Principal. This committee is dedicated to supporting professional development throughout the school by carrying out the principals' agenda in areas such as curriculum, instruction, differentiation, and individual teacher development. The committee meets once a week on Monday mornings to discuss the principals' agenda and any collected data that supports that agenda. The principal has assigned a task force made up of selected members of the committee who have used a variety of mechanisms to collect information, including interviews, in-class observations, review of teacher material, collecting student data, and teacher surveys. This task force worked over a period of two weeks and met four times within these weeks.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A. 3: Gaps in the Written Curriculum. This area is Not Applicable.

There is a deep level of understanding of the learning needs for this specific population of 90% Chinese immigrants age 17 and above. The curriculum is aligned to these needs, as well as to the needs of non-Chinese transfer students. Teachers have given a great deal of thought to the needs of these students by analyzing data such as English Regents results, SAT scores, alumni interviews, college graduation and drop out rates among alumni, and bilingual course passing rates.

The English department teachers met in the spring semester of 2006 to develop a sequential English curriculum. The courses were specifically designed to meet the needs of the advanced English language learners by providing a continuum of learning that focuses heavily on writing and listening skills. There are four courses of English that were developed to help the ELLs build skills enabling them to succeed at college level writing and pass the English Regents Exam. The first year course is a Fundamentals of Writing course that emphasizes proficiency, stamina, and a lot of writing. The second year course was designed specifically to promote passage of the English Regents exam. The third year course is responding to literature and teaches traditional literature essay writing. The fourth course is a writing for college course. In addition, each of the English teachers teaches a Regents prep class that is horizontally aligned (all teachers planned, agreed on and designed the Regents tasks that would be tackled in these classes.) The teachers accessed the New York State ELA standards to build the sequence of classes.

Curriculum Maps. This area is Applicable. Teachers do not have written curriculum maps per se, rather, they use a course overview. Courses have been taught over several years and are extremely well thought through and include skills that are scaffolded and built up over the course, following the “to” “with” “by” modality and using the workshop structure.

Standards. This area is Applicable. Students connect to the standards through the lesson aim and by completing assignments that meet the benchmarks. For example, teachers provide leveled models, using the writing process to work toward the model and use standards based rubrics as one form of assessment. As students achieve success with this model they move up to a more sophisticated model. Teachers sometimes use former student’s work as standard setting pieces.

Currently there are gaps between the execution of the standards in classes and the NYS ELA standards in that the standards are not explicitly referred to on any document. In other words, teachers are teaching a standards based course, but the standards are not explicitly referred to in the course materials.

We are working to more accurately align standards with curriculum by writing up a standards alignment piece. And we are providing guidance to teachers on integrating standards as they develop their unit and lesson plans.

Taught Curriculum. Teachers excel in this area. This finding is Not Applicable to the English Department teachers at LESP. There is a heavy emphasis on creating written products and making presentations. Teachers are specifically addressing the need of these bilingual students to write well and speak well. In the Literature class, students are closely tutored in critical reading skills.

ELA Materials. This finding is Not Applicable to LESP. Teachers have an abundance of materials available to them at all levels both in their classroom libraries and in the school library. The materials available are at a wide range of levels and are both age appropriate and culturally relevant to both the majority of Chinese students and the small number of non-Chinese students.

ELLs. This finding is Not Applicable to LESP, due to the large percentage (95%) of Chinese English language learners at the school. The ELL program is highly horizontally and vertically aligned. There is a sequence of learning that occurs as students move up in ELL levels, and there is agreement across levels about what and how to teach.

The ELL teachers have attended at least two QTEL trainings each on average. The teaching is very reflective of this training and is aligned to QTEL ESL teaching practices. The ELL teachers all use the same publisher for classroom textbooks, which they supplement with a large amount of varied age and level appropriate materials. The large ELL staff plans together and meets regularly. Teachers use the New York State Learning Standards for ESL and have developed a set of benchmarks based on these standards that they use to measure student performance and recommend advancement to the next level. As students move through their classes, their progress is measured by these benchmarks, class grades and exam results.

There is excellent communication between the ELL and the ELA teachers, providing alignment between the English and ELL curricula.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

1B.1: The committee of staff developers referenced above worked on this assessment.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.3: The department has very high achievement statistics. There is a 100% passing rate for the Math A Regents, with an average score of 93%. The passing rate for math courses is around 90% for Math A, for other math courses the passing rate ranges from 60% to 80%.

Teachers are very well aligned with the standards in terms of using the textbooks to plan and the textbooks are aligned with the standards. Essentially, the textbooks are the curriculum maps. The math department has strong vertical alignment. The department meets regularly to decide which topics require mastery before students can move to the next level. Teachers carry out whole unit planning individually.

Teachers who are teaching the new curriculum (Math Standard 3) received training that was aligned to the standards. New students who are admitted to the school are using the new curriculum. The department will examine new topics for the new curriculum and adapt their classes to meet the new math standard.

Some teachers use a pacing calendar that is aligned with the curriculum maps and syllabi posted on the DOE website.

There is weak alignment with the process strands for mathematics. One of LESP's professional development goals is to encourage math teachers to focus on math processes more, especially in the areas of "communication," "connections," and "representation." Professional development is focused on integrating process and content strands as they develop their unit planning.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.
2A. 1: Principal's task force, using a variety of assessment mechanisms, principally classroom observation and one on one coaching, produced the following findings.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A. 3: The intensive instruction necessary in bilingual classrooms supports the active pedagogy that the English teachers use. The majority of the instruction in the English Department uses small finite periods of instruction combined with highly engaging student activities that further the instructional goals of the lesson. Direct instruction occurs on average 15% of the time, and independent or group work occurs on average 80% of the time, with the remaining 5% as an assessment that sets goals for the subsequent lesson. Direct instruction is utilized only to further specific instructional goals and set the context for skills practice. Teachers are consistently observed engaging in this constructive pedagogy. As well, teachers present lessons in professional development sessions and plan lessons with staff developers.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B. 1: Principal's task force, using a variety of assessment mechanisms, principally classroom observation and one on one coaching, produced the following findings.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B. 3 Mathematics is highly academically focused class time. There is a high level of classroom engagement generally. Half of the teachers engage in direct instruction most of the time. The other half generally engages in-group work and workshop type instruction. There is a high level of independent seatwork, often in groups, with group presentations of solutions and explanations of reasoning.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school is currently addressing the issue. A major goal of the school is to deepen teacher understanding of whole class teaching vs. differentiated instruction, and moving teachers from teaching content to teaching individual students.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The task force surveyed teachers and reviewed CEP statistics.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Sixty-nine percent of the teachers have taught in this building two years or more, and 58% of the teachers have taught more than five years anywhere. Because of the distinct population of students and the small, success oriented atmosphere of the school, many teachers seek out the school for employment and few leave for other schools.

On average there are two new hires every year, with most teachers leaving because they are leaving the profession altogether. In the past five years, only one teacher has left to work in another school.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The task force reviewed the data and interviewed ELL teachers.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school has a very strong commitment to professional development. The school is committed to the one-on-one coaching model of Professional Development. Teachers are also encouraged and supported in pursuing individual PD goals both within the school and partnered with outside organizations. Almost every teacher in the school has attended at least one QTEL training. The ESL teachers have attended at least two QTEL trainings on average. The fact that not just ELL teachers are attending these trainings points to the high value that is placed on professional development towards meeting the needs of this particular population. Teachers at the school, including ELL teachers, are frequent participants in citywide courses that support English

Language learners on an on-going basis. As well, ELL teachers work with an on-site staff developer who is specialist in English language instruction. Opportunities for staff development are frequently offered and funded by the principal. These opportunities are communicated by postings, announcements and direct invitation from the principal. All of the ELL staff, and the entire school staff, have participated in these staff development opportunities.

All staff is aware of policies and plans that effect ELL instruction through morning meetings, faculty conferences, department meetings, professional development, and open door communications with the principal.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The task force interviewed the teachers and reviewed the data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ELL teachers are very attuned to the use of data. They use data to place students by testing incoming students with a standardized in-house placement exam, and review data specifically as they move students into the next level of ELL instruction. There are seven ELL levels; most students move up one level per semester. Teachers refer to the New York State Learning Standards for ESL and have developed a set of benchmarks based on these standards that they can use to measure student performance and recommend advancement to the next level. As students move through their classes, their progress is measured by these benchmarks, class grades and exam results.

All students take the English Regents and the ELL's performance on this exam is closely monitored. The data analysis of their performance is the primary focus of the Inquiry Team and the English teachers. The Inquiry Team as carried out an item analysis of ELA Regents exams. The findings, (primarily that these students do most poorly on the listening section), are used to shape classroom instruction. At this time, the main disaggregation of data is this analysis of ELL students' performance on the ELA Regents.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The task force interviewed the assistant principal and the special education teacher.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There are six students who have IEPs at LESP. These students work with one special education teacher and usually have one class a day with this teacher. This teacher also works with any student in the building who requires academic intervention service.

Almost the entire school population could be categorized as moderately to significantly "at risk," because of the various language and schooling deficiencies of incoming students. Thus, the entire staff is experienced and well trained in recognizing students in

need of intervention. There is a sufficient understanding of the range and types of instructional practices that support student performance. Most teachers also have a familiarity with accommodations and modifications that support students with learning issues.

In general, a school-wide goal has been to increase awareness of the unique learning needs of ALL the students, so that teachers, especially in the bilingual subject area classes, can meet the needs of their students through differentiation. Several staff development sessions have been held where teachers have worked on what differentiation means and how to differentiate effectively. In addition, teachers are setting individual professional development goals that are concerned with meeting the needs of their more difficult to reach students.

In keeping with this goal, teachers are bringing to the table several students that are struggling in the classroom, and child study groups are meeting to discuss these students on a case-by-case basis. Guidance counselors and the special education teacher are involved in these discussions. The special education teachers will be bringing IEP and modification information to these conversations.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The committee interviewed the Special Education teacher, the principal and the assistant principal to discuss IEP students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

UPDATED – OCTOBER 2008

There are only six students with IEPs out of the 600 students in the school. This is partly due to the nature of the LESP population. Students are recent immigrants age 17 or older, and have not been certified in their home country, nor are they likely to get certified in this country because of their age.

IEPs are not written on-sight. Teachers make recommendations and provide information to the regional psychologist who writes up the IEP. The IEPs rarely require behavioral plans. Any teacher who has a student with an IEP meets with the principal and a team of that student's teachers, as well as assistant principals, and a guidance counselor to discuss modifications. A team of five guidance counselors is available for the teachers to consult with on an individual basis as well.

Occasionally IEPs need to be modified in order to enable enforcement that coincides with the available support at LESP. In that case, the parents are asked to come in and meet with a group of appropriate staff to determine the level of support and modification available.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

We will increase the number of hours of tutoring

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

New Collaborative instructional model will be implemented for the Librarian in conjunction with ESL 5, 6 and other esl and/ or bilingual classes. Supplement academic language development through library and additional humanities teacher. Additionally, we will hire a bilingual paraprofessional to assist with content vocabulary acquisition. After school classes and regents review will level the playing field for newly arrived immigrants.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
- No

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No



How much do you plan to allocate for each of the following program strategies?

Programs to recruit/retain Highly Qualified Teachers (HQT) \$ 15,000

Professional mentoring for beginning teachers and principals

Instructional coaches for teachers

School leadership coaches for principals

Does your school plan to use FY09 C4E funding to support new or expanded programs or strategies to recruit or retain Highly Qualified Teachers (HQT) (e.g., Lead Teacher program)?

- Yes
 No

Please describe the program.

Professional development in standards (Santa Cruz Model, Staff Relations, etc), Development of Action Plan, plus coaching of chief administrators to include more detailed assessments of inclass student progress, collection and analysis of data

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
 Students with Disabilities
 Students in Poverty
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program Expansion

Does your school plan to use FY09 C4E funding to support new or expanded professional mentoring for beginning teachers and/or principals (consistent with SED mentor-teacher certification requirements and limited to 1st and 2nd years of teacher/principal assignment)?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded programs offering instructional coaching for teachers(e.g., appropriately certified coaches or highly qualified teachers providing support in content areas needed to attain learning standards)?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded programs offering coaching for principals (e.g., appropriately certified school leadership coaches, with records of demonstrated success, providing instructional leadership development across all curriculum areas)?

- Yes
 No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
 No



Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
 No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
 No

How much do you plan to allocate for this program?

Model Programs for ELLs \$ 25,000

Please describe the program.

Summer welcome, esl, bilingual social studies, bilingual math, SIOP, expeditionary learning module. Before/after school classes, regents review, esl. Project based peer tutoring program designed to increase ell's performance in core content, meet standards in ss and meet rigors of preparing for the ELA regent's exam. Purchase Library books to support ell's project based push in art program and after school art class for ell's and american students to increase ELA skills. Supplies to support instruction. Camp Mason: Newly registered students and leaders will attend camp mason. This ropes challenge course helps foster communication skills, team building, and school community. New English Language Learners are exposed to American Culture and encouraged to challenge themselves mentally and physically

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program Expansion

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CEP Appendix 8: Contracts for Excellence