



**JHS 13M – CENTRAL PARK EAST MIDDLE SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 04M013**

**ADDRESS: 1573 MADISON AVENUE, NEW YORK, NY 10029**

**TELEPHONE: 212-860-8935**

**FAX: 212-860-5933**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 04M013      **SCHOOL NAME:** Central Park East Middle School

**SCHOOL ADDRESS:** 1573 Madison Avenue, New York, NY 10029

**SCHOOL TELEPHONE:** 212-860-8935      **FAX:** 212-860-5933

**SCHOOL CONTACT PERSON:** Jacob T. Michelman      **EMAIL ADDRESS:** jmichelman@schools.nyc.gov

**POSITION/TITLE PRINCIPAL**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL: JACOB T. MICHELMAN** \_\_\_\_\_

**UFT CHAPTER LEADER: JOHN CIANO** \_\_\_\_\_

**PARENTS' ASSOCIATION PRESIDENT: ANGELA SMITH** \_\_\_\_\_

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 04

**CHILDREN FIRST NETWORK (CFN):**  
**307** \_\_\_\_\_

**NETWORK LEADER:** \_\_\_\_\_

**SUPERINTENDENT:** Luz Cortazzo

\_\_\_\_\_

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Jacob T. Michelman	*Principal or Designee	
John Ciano	*UFT Chapter Chairperson or Designee	
Angela Smith	*PA/PTA President or Designated Co-President	
Giles Smith	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Hilda Tirado	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

**(Add rows, as needed, to ensure all SLT members are listed.)**

\* Core (mandatory) SLT members.

## **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.

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### **VISION**

Central Park East Middle School will become is a collaborative community where staff, parents, students, administrators, and stakeholders all . We will work together in teams and committees to make decisions to best help our students reach high levels of academic achievement. We will set clear expectations for all members of the community and dedicate ourselves to maintaining those expectations. We will make success accessible to our students by regularly assessing their capabilities and adjusting instruction and organizational structures to meet their needs. We will seek all resources necessary to provide enrichment and youth development for our students. We will build a literate community by modeling, celebrating, and emphasizing the importance of reading and writing.

### **MISSION STATEMENT**

Central Park East Middle School is a school community that strives for academic and personal excellence by developing lifelong learners through motivation and the setting of high standards.

Our school is located in East Harlem where the number of adults graduating high school is only 50% of the community. Our statistics according to the latest school report card are: .37% white; 39.84% black; 57.51% Hispanic; 2.25% Asian or Pacific Islanders, American Indians or Alaskan Natives. The majority of students are from low income families, with more than 83% qualifying for free lunch, and over 50% of the student body under the guardianship of a grandparent or in other foster care.

In 2006, we after expanded expanding our school to include a sixth grade,. W we are a became a 6<sup>th</sup> through- 8<sup>th</sup> grade, zoned middle school. This year our school will house 4 sixth grade classes which includes including 1 special education self-contained class and 1 ICT class. We have 4 seventh grade classes, 1 special education self-contained class and 1 seventh grade ICT class; and. We have 4 eighth grade classes with 1 special education self-contained class and 1 eighth grade ICT class. This student body is served by a range of professionals, support staff and auxiliary staff including 25 teachers, 2 instructional supervisors, 2 guidance counselors, 1 school psychologist, 1 social worker, 1 speech therapist, 1 school nurse, 5 paraprofessionals, 1 family assistant, 6 school aides, 4 school safety agents, 2 secretaries, and 1 parent coordinator.

Students receive an education which consists weekly of 8 to 11 periods of ELA, 8 to 10 periods of Math, 4 periods of Social Studies, 4 periods of Science, physical education, and electives in Art, Spanish, Music, and Technology. Additionally, all 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders receive 37.5 minutes three times a week of homework help, advisory, or independent reading. According to the latest school report card, our statistics on ethnicity are as follows: 1% of the students are white; 46.3% of the students are black; 50.7% of the students are Hispanic; 2% Asian or Pacific Islanders, American Indians, or Alaskan Natives. The majority of students are from low income families, with more than 83% qualifying for free lunch, and with over 50% of the student body under the guardianship of a grandparent or in other foster care. Approximately 22% of the students have Individualized Education Plans (IEP's) and receive the full continuum of services including Special Education Teacher Support

Services (SETTS), integrated inclusion classes (ICT), instruction in self-contained classes, and related services such as speech and language, counseling, and adaptive physical education. The SETTTS load is approximately 18 students. We provide a push-in model across all three grades. The SETTTS students (approximately 18) are in mainstream classes, where a push in model is used, allowing the the Special Education professionals supports their learning and integration into the school-wide community for at least 6 periods a week. We open our doors for students to enter beginning at 7am in the morning, offering them the gymnasium for activities such as basketball, track, football, and more. Students also read and catch up on homework. At 7:30, the cafeteria is available for student breakfast. The students' bags are checked as they enter to ensure they have the proper supplies to participate in their school day: writing utensil, independent reading book, writer's notebook, and reader's notebook. Every student must have a book bag to enter our building. If a child does not, contact is made with the parent at home to remedy the situation. At 8:00, the students gather in the auditorium by class, where they hear school announcements, compete for prizes, and recite our school motto, "Destination: Excellence." During this time, the staff gathers across the hall in the gymnasium to share the morning announcements or any last second changes to the daily schedule. At approximately 8:15am, the students are escorted to their first period class by their teacher. During 9<sup>th</sup> period, we host a homework help period and/or independent reading period. Students with great academic achievements and great behavior are awarded during this period with free time in the gymnasium. Throughout the day, our 7<sup>th</sup> and 8<sup>th</sup> grade special education students in self-contained settings switch classrooms for ELA, Social Studies, Science, and Mathematics. At least once a week, teachers meet according to their department or grade team to conduct inquiry group.

Over 90% of our staff is involved at least one group of Inquiry, where we have identified a population that is within a certain number of points of reaching proficiency or just barely made proficiency based on ELA State exam data. We launch academic initiatives and use data to determine if they help or support our students. Each teacher implements the initiative in his or her classroom and we use a post assessment to determine the impact of it. This is one of our ways on how we collect best practices for supporting student learning. Teachers also meet in departments to write curriculum, unit plan, and receive professional development. At the end of the day, students are escorted by their last period teacher to the front entrance to ensure their safe departure. Throughout the day, you will see students in their dress code wearing different colors shirts with khaki pants; our sixth grade wears navy blue shirts, seventh grade wears baby blue shirts, and eighth grade wears white shirts.

We have aligned our discipline code with the vision to the Chancellor's Regulations and developed a leveled and tiered system with interventions to support students in teaching proper behavior within our school and in life. The system is regularly reviewed by the discipline committee to strengthen areas and build it to meet the needs of our school. The student's behavior is tracked through an online database called, "Teacherease." Our latest development, a Child Study Team tiers student's infractions and provides appropriate support such as at-risk or outside counseling or partnerships with related CBOs. This system allows for us to identify students who are in need of additional support which can consist of interventions such as mentoring, conferences, referrals, and counseling. These records are readily available to our grade teams and are shared with parents after each infraction. Although the suspension rate has risen, the expectations of the school have been clarified for the student body. We anticipate the rate decreasing next year as the students who will be in our building for a second year in a row under the new code will adapt much more quickly.



**SECTION III – Cont’d**

**00000000000....Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					85.5/ 3.8		85.4		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	104	105	90	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	165	79	90			100	100		
Grade 8	175	160	127						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					11	14	7		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	444	346	307		5	6	5		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	61	50	31						
No. in Collaborative Team Teaching (CTT) Classes	11	13	33	Principal Suspensions	59	18	1		
Number all others	0	0	0	Superintendent Suspensions	40	66	57		

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	TBD	TBD	TBD
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	TBD	TBD	TBD
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	29	27	40	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	2	5	14	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	37	32
				Number of Administrators and Other Professionals	10	13	18
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	4	5	4
(As of October 31)	2007-08	2008-09	2009-10				
	12	5	13				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.7	0.6	0.36	Percent more than two years teaching in this school	40.6	48.6	35.8
Black or African American	40.6	40.8	36.39	Percent more than five years teaching anywhere	37.5	37.8	45.6
Hispanic or Latino	50.4	55.2	58.82				
Asian or Native Hawaiian/Other Pacific Isl.	1.1	1.7	1.83	Percent Masters Degree or higher	75.0	68.0	78.1
White	1.1	1.7	1.47	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.5	95.8	62.5
Multi-racial	TBD	TBD	TBD				
<b>Male</b>	52.7	5.35	57.7				
<b>Female</b>			42.3				

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" 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"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09 <input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

### Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	Grad. Rate:	

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
<b>Other Groups</b>							
Students with Disabilities	√SH	√	-				
Limited English Proficient	√SH	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	6	6	1				

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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.

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	93.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	51.2	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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 implications 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?
- 

The following are the results for the last five years:

### ELA Results

School Year	% of level 1's	% of level 2's	% of level 3's and 4's
2005 – 2006	29.8	60.8	9.4
2006-2007	10.5	72.7	16.8
2007-2008	4.4	66.7	29.3
2008-2009	1	50	49
2009-2010	30	46	13

### Math Results

School Year	% of level 1's	% of level 2's	% of level 3's and 4's
2005 – 2006	51.23	43.25	5.52
2006 - 2007	34.1	50.7	15.2
2007 – 2008	18.7	51.4	29.9
2008-2009	7	44	50
2009-2010	34	50	16

From 2006 to 2009, we have almost doubled the number of proficient students each year. This last year of testing, we declined greatly in the number of students reaching proficiency on both the ELA and Math state exams. Reviewing the data generated on ARIS from the 2009-2010 state exam, we were able to view reports verifying that over 75% of our students struggled with critical thinking almost scoring at a level one in most applicable questions. In addition, almost 100% of our students scored poorly on writing. It was primarily seen with the extended response questions. When reviewing the desegregated data, students showed a significant deficit with questions that required inferencing and supporting their reasoning.

In ELA, the 2009-2010 state exam results would show a considerable amount of students struggling with critical thinking. Over 50% of our student body struggled with the following:

- Understand the meaning and use of literary devices.
- Draw conclusions from text;
- Interpret data, facts, and ideas from information
- Convey the author's message or intent
- Interpret poetry
- Evaluate the validity and accuracy of information
- Determine if text was relevant or irrelevant
- Apply context clues to determine the meaning of words
- synthesizing information from a multitude of resources

With the tremendous drop in scores this year, there are some interesting statistics which reflect a large number of our students within reach of proficiency. In ELA, 60% of our students are 25 points or less from reaching proficient on the 2010-2011 state exam. Using this information, the ELA department assesses for deficient skills of our students and uses these assessments to group students. When a specific skill is covered in the curriculum, students who struggle with the skill will be supported through conferencing and guided practice.

In math, the data shows significantly smaller gains. Only 35% of the students are 25 points or less from reaching a level 3 on the State exam but almost 70% of the 95 students are 15 points or less from moving up to proficiency.

After reviewing the results from the 2009-2010 state assessment, overall trends showed that over 80% of our students scored a level one or two, in some cases over 90%, in all content strands of Algebra, Geometry, Measurement, Number Sense, and Statistics and Probability. Looking over the actual tests of 2008-2009, we noticed students were able to complete questions where they were asked to retrieve concepts within the standards, but we noted the following deficiencies:

- Inability to look at multiplication and division as equals and therefore applying each one from a left to right
- Inability to connect word problems to order of operations when the concept was applicable
- In open ended questions, students showed an inability to approach problem-solving questions with any sort of formatted or strategic plan
- When asked to develop a conjecture from their calculations, most students could not answer when requested to do so.
- Ability to recognize patterns, predict outputs, and evaluating answers was almost nonexistent.
- Students could not interpret whether their answers were within the correct answers
- Students are not checking their work or applying the ability to round or estimate numbers

Using this information, we have concluded that our predominant strategy based lessons would have to be converted to produce much more opportunities for students to explore concepts, problem solve, and connect the concepts to real world situations. Students will

utilize concepts to develop tools and find solutions. The math department now has student-oriented classrooms where they use manipulatives, provide more hands-on exploration, and real world applications. We use the Impact Math textbook to guide our curriculum and unit planning. Each class begins with a Think, Pair, Share. This brings forth the accountable talk for students to explore and develop their own conclusions from the standards. This pedagogy improves student ability to demonstrate strategic problem solving. Regular assessments will provide essential information for monitoring and revising our work.

Analyzing this information the staff generated our two foci of writing and critical thinking for the 2010-2011 school year. We realize we need to offer more opportunities for our students to critically think on a daily basis. By aligning our efforts, we are going to produce better critical thinkers and writers. The key to the work would be building best practices of differentiated instruction and using assessment to drive these methods. The following structures would have to be developed to be successful in these areas:

- Outside of department goals, set student individualized critical thinking goals and measure at least three times
- Use student work and portfolios to measure critical thinking opportunities and to drive professional development on assessments and rubrics
- Using student portfolios to measure progression toward goals
- Analyzing and building initiatives to address critical thinking in our inquiry work

## SPECIAL EDUCATION

After reviewing the state assessments for math for our special education population, we discovered that only 4 students were able to reach proficiency in both our self-contained classes and our ICT classrooms. In ELA, we only have 3 students currently at proficiency. Almost 50% of the students in our self-contained classes are 25 or less points from moving up to a level 3. In Math, the numbers are far worse where only 2 students are within 25 points from reaching proficiency.

To support this population, we continued departmentalizing our upper grades to provide more individualized professional development to the teachers. In addition, we scheduled more department meetings for our 6<sup>th</sup> grade self-contained teacher so ELA and Math professional development can be provided. Furthermore, special education teachers are unit planning with the rest of the staff to put together grade level work with supports for lower level students and extended work for the higher level students. Finally, we expanded our Academic Intervention Services to provide Rewards, Read 180, and Skills Tutor to our students in self-contained classes.

Teachers have been taught to apply testing modifications on a regular basis, both in regular education and special education. We are also in the process of aligning IEP goals to the student goals connected to critical thinking for both ELA and Math. We have moved the Least Restrictive and More Restrictive decision making process to the Child Study Team. This will ensure more comprehensive decisions are made in moving our special education population to a suitable learning environment. Our special education department continues to meet at least one day a week to go over best practices for IEP Writing and to make sure all students IEP's are in compliance. We are also working with our special education teachers

to utilize paraprofessionals in the room to support the data driven groups so that more differentiation can take place in the classroom.

Our long term goal is to purchase enough computers to service Skills Tutor to our self-contains on a daily basis to assist in differentiating instruction. Our data has shown a significant increase in student performance when technology was used to address student skills.

## QUALITY REVIEW WORK

Our Quality Review for the 2007-2008 school year identified the following areas as in need of improvement:

- Further refine the goal setting process by using prior achievement data to set specific, measurable, realistic and challenging targets for all students.
- Increase the level of challenge for middle and high achievers to extend their thinking and maximize their potential.
- Continue to support all teachers in their instructional practice so learning continues to be differentiated.
- Continue to implement strategies that promote high attendance.

The school has implemented a student goal setting process in all core subject areas and has extended to most of the electives. Each department administers a pre and post assessment for each unit. The data is used to identify whether or not students possess the essential skills for them to reach the unit goal. Students meet with teachers to discuss the goals and explore how they can work individually to reach the goals and how the teacher assistance will be provided to promote success. Teachers throughout each unit revisit these skills to provide support through conferencing, small group work, or direct one-on-one instruction. The students are assessed throughout the unit to measure progression using formative and informal assessments.

In order to increase the level of challenge, teachers are using formative assessments such as the diagnostic and benchmark assessments (Periodic assessments) along with the pre and post unit assessments to set up groups according to varying abilities and the skills they already have or need. Teachers adjust instruction according to the groups. In addition, teachers have written curriculum together for each subject. The grade level curriculum is driving unit planning in the departments. Within these bi-weekly meetings, they are exploring how they can support students who are not at grade level and are developing ways to extend the work for the higher level students.

Teachers are assessed in the following areas:

1. Preparation for class
2. Workshop Model
3. Designing engaging, rigorous and coherent lessons evidenced by classroom instruction
4. Differentiated instruction aligned to support how students learn best
5. Use of Assessments
6. Measuring Student Improvement

7. Classroom Safety/Routines and Procedures
8. Blackboard Configuration (Aims, TPS, Agenda, HW)
9. Learning Environment
10. Bulletin Boards for student feedback

A rubric has been provided for teachers with a one to four rating of what success looks like in each area looks like. Administrators visit weekly focusing on one of the areas and to provide individual written and/or verbal feedback using conferences, informal observations, formal observations, checklists, or a quality review feedback form. Administrators, lead teachers, and network members meet with teachers to support them to progress on the rubric. Teachers are encouraged to self-assess and work with their peers to help improve their classrooms. To support this, administration sends staff to professional development, provide in-house professional development, set up lesson studies, inter-visitations, model lessons, provide weekly co-teaching opportunities, and/or assign lead teachers to work with specific teachers in areas they need to improve. All new teachers to the Department of Education are assigned a mentor teacher to help them reach the expectations outlined in the rubric.

With respects to attendance, our attendance committee meets weekly. Each meeting our team reviews any students with excessive absences or students who we determine are becoming excessive with their absences. With the remaining time, we explore how we can improve parent support with attendance, we create attendance initiatives and measure the affect on whole school attendance, and we review and improve attendance protocol and accountability. Since the previous Quality Review, we have implemented a monthly perfect attendance award ceremony, a yearly contest for the class with the most perfect attendance days, and we have a "Simon Says" competition on Fridays for prizes to promote higher attendance on days before weekends and vacations. Finally, the attendance team explores any patterns of absences school-wide or among our individual students.

#### CAUSES OR BARRIERS OF SCHOOL'S IMPROVEMENT

In 2006, we expanded our school by adding the 6th grade to the 7th and 8th grades. This allowed for us to have more years with the students to prepare for the state assessment and the four 8th grade assessments. As the years passed by, our data showed a fluctuation of teacher removals throughout the year. When students were reviewed in our child study team, we realized there was a large amount of information about students we were unable to transfer year after year from teacher to teacher. For instance, if a child had impaired vision and needed to sit in the front row, there was no way for the 7th grade teacher to find this out unless he or she met with the previous counselor or teacher from 6th grade.

The pattern of teacher removals showed a high number at the year part of the year (more in October and November) and tapering off in December and again with high numbers in January and February with a decrease during the months after. When we explored this further, we realized it was the process of building relationships with our students and learning process of finding out what we could about them. With no opportunity for teachers to exchange information from year to year to the new staff for the students, each year would have to dedicate months to learn and build relationships with students. The relationships and the knowledge of students are essential tools in improving student learning. By having

to learn the students each year, we waste precious time in providing differentiated instruction to meet the needs of our students. We spend too much finding out those needs.

In order to end this cycle year after year, we have restructured the school so teachers will spend all three years with the same students. We created the Jackie Robinson Scholars Academy with a single class of sixth, seventh, and eighth graders. The teachers will work with the same students for all three years at JHS 13. In addition, the Excellence Academy was created, which hosts 6<sup>th</sup> graders, and the Golden Falcon Academy, which hosts 7<sup>th</sup> and 8<sup>th</sup> graders. The teachers for the Excellence Academy will move into the Golden Falcon Academy when the students get promoted while a section of teachers will host the new 6<sup>th</sup> graders for next school year. The cycle will continue with teachers moving up grades with the students.

To support the teachers, we host curriculum writing and unit lesson planning at least two days a week so teachers can exchange lesson plans and alleviate the amount of time to prepare for two or more grade levels. Inquiry is conducted during Academy meetings at least two to three times a month. Teachers meet on their own to discuss issues within the Academies and how they can work together to support student growth and develop culture within their communities.

Recently, we have had an increase in suspensions. With our new online database for tracking student discipline and incidents, we are able to gather data on what is taking place throughout the school. We have identified several incident types where there are a high number of disciplinary issues. We are also able to explore where these incidents are happening. To address this, the school improvement team has decided to reform our approach with students by bringing in Positive Behavior Intervention Services (PBIS.) We are teaming with our network to provide professional development to a core group of teachers who will unfold PBIS to the remainder of the staff. We hope with PBIS we will continue to improve our culture, create more consistency, and align our efforts in bringing forth our core values of Respect, Responsibility, Integrity, High Expectations, and Academic/Personal Excellence.



## 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 2010-11 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 (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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The data in ELA indicates the current status of our students on the NYS exam. Further examination of the graded assessments indicates that our students' greatest weaknesses lie in writing, critical thinking and inferring. It is the lack of development of these skills that prevents many of them, who are currently on the cusp (63 current sixth and seventh graders) from achieving the Level 3 score. So, as annual goals we maintain that a. "Students will improve their ability to read, write, listen and speak for information and understanding, literacy response and expression, critical analysis and evaluation and social interaction to the degree that it will increase ELA test scores," and b. "Students and staff will create a literate community where reading, writing, listening and speaking are celebrated and modeled."

Our specific goals in ELA are:

1. We will raise the level of ones to twos by 10%.
2. We will raise the level of twos to three by 15% and maintain the current level of threes and fours by using specific strategies to meet each standard.

The data in Math indicates that the majority of our students are still performing at a level 2. As we investigate the individual assessments, we are seeing trends among all students. The areas identified are the following: building on their previous knowledge, connecting previously covered topics to new topics, critical thinking to develop conclusions and new conjectures, approaching open ended questions, and articulating their approach to a problem through writing. With our lower level students, with the struggle of understanding the basic skills of mathematics and the same expectation to obtain comprehension on the standards of their particular grade, teachers must compensate by scaffolding the material and supplementing their deficiencies with technology in groups and/or on an individual basis. In addition, additional support must be given outside of the regularly scheduled periods to "catch" these students up with the others. If we assess our students continually throughout the school year, we can target areas of difficulty so we can raise the achievement of our students. By exposing our students to questions they will see on the state exams, requiring them to articulate their answers through writing, and developing an approach which can be applied to all word problems, we will raise the achievement of our students. Our specific goals in Math are:

1. We will raise the number of Special Education students from level one to level two by 30%
2. We will raise the number of students from level two to level three and four by 15%

Technology is an area where the school must grow. With more use of computers and the internet, we can prepare our students for the future, develop stronger communication among all community members, and increase student engagement in all subject areas. Several obstacles must be overcome to reach success in this area. One is the lack of a strong comfort level among staff with technology as a source of data, despite the provision of data and professional development for them. If led, they do well, but they are not self-starters in this area. We will now lay down the expectation for

next year that they will be using technology as their source of much information about their students. We will also use it to enhance classroom instruction. The technology will assist them in acquiring familiarity with the state tests and with the standards.

1. Enhance communication to increase exposure to the real world by using technology to share information

**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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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):** ATTENDANCE

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June of 2011, our overall <u>school attendance</u> will be rated 92% or higher by excessive absentee students in the 8<sup>th</sup> grade by 15%. We will accomplish this through communication with all constituents involved, expanding our incentive program budget to execute the plan, and improving our interventions by connecting with child study team.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Increase home visits by family workers (AIDP Funding) and Network funded attendance</li> <li>2. Focus one-on-one or small group mentoring for students with 80 to 89% attendance students. We will use our CBO, City Year to conduct the mentoring of students. The student identify attendance patterns and establish new habits to increase attendance</li> <li>3. Guidance counselors and social worker will set up parent meetings during the school Improvement Plans with students who reach an average of 2 unexcused absences per used to review promotional criteria, the negative impact that the attendance is having new steps on how attendance can be improved.</li> <li>4. The attendance team will meet weekly to review and increase incentives to promote school especially in the 8<sup>th</sup> grade. They will be allocated a budget of \$5000 (Fair Student and rewards.</li> <li>5. Administration will obtain a partnership with an outside organization for additional 80% attendance. We will explore free programs first and then look into CBO's costing Funding.) The goal of the partnership will be to provide additional support to families attendance.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p><b>TL Fair Student Funding - \$5000 (P-Card and supplies), \$9529 (Family Worker assist with attendance)</b> <b>AIDP - \$29250.68 – Family Worker – Home visits and facilitator of action</b></p>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Daily Attendance reports, RRSA for individual Student Reports, ILogs, F students falling in 80-89% and 70-79%**

**Subject/Area (where relevant): LEARNING ENVIRONMENT**

**Annual Goal**  
*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

By June of 2011, CPEMS will increase all 12 areas of the city-wide surveys and student feedback to improve the learning environment. This increase shall be by all 12 areas rated “average or higher” with at least 50% rated above average. The calendar will reflect an average of at least one event or initiative per month be hosted to address the areas rated below average on the 2009-2010 City-Wide

**Action Plan**  
*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

1. The principal and parent coordinator will utilize weekly notes, monthly new school website to communicate what is taking place at the school and the ongoing school addressing the goals of the CEP to staff, parents, and the community.
2. A School Improvement Team will be set up and will coordinate the establishment of committees to support areas of concerns illustrated in our city-wide survey and with staff.
3. The parent coordinator will set up a system to train and connect families and comprehensive reports about their child. Access will be provided to grades, behavior discipline reports.
4. Student ambassadors, representatives of each class, will be selected through a process hosted by our CBO, City Year. This group will meet with the principal and will advocate for students on issues and concerns.

**Funding:**

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

Fair Student Funding for per session for committees and supplies to execute

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Daily Attendance reports, RRSA for individual Student Reports, ILogs, percentages of students falling in 80-89% and 70-79%**

**Subject/Area (where relevant): ELA**

**Annual Goal**  
*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

By June of 2011, our overall school attendance will be rated 92% or higher by excessive absentee students in the 8<sup>th</sup> grade by 15%. We will accomplish this through communication with all constituents involved, expanding our incentive program budget to execute the plan, and improving our interventions by connecting with the child study team.

**Action Plan**  
*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

1. Increase home visits by family workers (AIDP Funding) and Network funded attendance workers.
2. Focus one-on-one or small group mentoring for students with 80 to 89% attendance. We will use our CBO, City Year to conduct the mentoring of students. The student identify attendance patterns and establish new habits to increase attendance.
3. Guidance counselors and social worker will set up parent meetings during the school year. Improvement Plans with students who reach an average of 2 unexcused absences per month. Used to review promotional criteria, the negative impact that the attendance is having on the student and new steps on how attendance can be improved.
4. The attendance team will meet weekly to review and increase incentives to promote attendance at school especially in the 8<sup>th</sup> grade. They will be allocated a budget of \$5000 (Fair Student Incentive) and rewards.
5. Administration will obtain a partnership with an outside organization for additional support to increase 80% attendance. We will explore free programs first and then look into CBO's costin (Fair Student Incentive Funding.) The goal of the partnership will be to provide additional support to families to increase attendance.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

**TL Fair Student Funding - \$5000 (P-Card and supplies), \$9529 (Family Worker to assist with attendance)  
 AIDP - \$29250.68 – Family Worker – Home visits and facilitator of action**

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Daily Attendance reports, RRSA for individual Student Reports, ILogs, F  
students falling in 80-89% and 70-79%**

**Subject/Area (where relevant): MATH**

**Annual Goal**  
*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

By June of 2011, our overall school attendance will be rated 92% excessive absentee students in the 8<sup>th</sup> grade by 15%. We will a communication with all constituents involved, expanding our ince budget to execute the plan, and improving our interventions by c child study team.

**Action Plan**  
*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

1. Increase home visits by family workers (AIDP Funding) and Network
2. Focus one-on-one or small group mentoring for students with 80 to students. We will use our CBO, City Year to conduct the mentoring of student identify attendance patterns and establish new habits to increa
3. Guidance counselors and social worker will set up parent meetings Improvement Plans with students who reach an average of 2 unexcuse used to review promotional criteria, the negative impact that the attend new steps on how attendance can be improved.
4. The attendance team will meet weekly to review and increase incen school especially in the 8<sup>th</sup> grade. They will be allocated a budget of \$ and rewards.
5. Administration will obtain a partnership with an outside organization 80% attendance. We will explore free programs first and then look into Funding.) The goal of the partnership will be to provide additional sup attendance.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

**TL Fair Student Funding - \$5000 (P-Card and supplies), \$95 assist with attendance)  
AIDP - \$29250.68 – Family Worker – Home visits and facilitat**

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Daily Attendance reports, RRSA for individual Student Report cards, students falling in 80-89% and 70-79%**

**Subject/Area (where relevant): EXTENDED INTERVENTIONS**

**Annual Goal**

*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

By June of 2011, our overall school attendance will be rated 92% or higher by excessive absentee students in the 8<sup>th</sup> grade by 15%. We will accomplish this through communication with all constituents involved, expanding our incentive program, increasing the budget to execute the plan, and improving our interventions by connecting with the child study team.

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

1. Increase home visits by family workers (AIDP Funding) and Network funded attendance workers.
2. Focus one-on-one or small group mentoring for students with 80 to 89% attendance. We will use our CBO, City Year to conduct the mentoring of students. The student identify attendance patterns and establish new habits to increase attendance.
3. Guidance counselors and social worker will set up parent meetings during the school year. Improvement Plans with students who reach an average of 2 unexcused absences per month. Used to review promotional criteria, the negative impact that the attendance is having on the student. New steps on how attendance can be improved.
4. The attendance team will meet weekly to review and increase incentives to promote attendance at school especially in the 8<sup>th</sup> grade. They will be allocated a budget of \$5000 (Fair Student Incentive Program) and rewards.
5. Administration will obtain a partnership with an outside organization for additional support to increase 80% attendance. We will explore free programs first and then look into CBO's costin (Community Based Organization Funding.) The goal of the partnership will be to provide additional support to families to increase attendance.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule** *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

**TL Fair Student Funding - \$5000 (P-Card and supplies), \$9529 (Family Worker to assist with attendance)  
AIDP - \$29250.68 – Family Worker – Home visits and facilitator of action**

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**Daily Attendance reports, RRSA for individual Student Reports, ILogs, R**  
**students falling in 80-89% and 70-79%**



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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 SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	29	25	25	29	5	0	8	N/A
7	35	38	38	35	5	0	8	N/A
8	48	44	44	48	5	0	8	N/A
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p><b>New York mandated students scoring Level 1 and 2, English Language Learners, Special Education Students, and at risk students are assessed by City Year throughout the year. Based on the assessments they are then placed in the appropriate intervention programs.</b></p> <p><b>The Wilson’s program is designed to support student’s academic learning through decoding words and understanding the rules of the alphabet and sound system. This program is used daily in the self contained Special Education classes as one of the English Language Arts periods. Also, a City Year staff member and the Para-professionals in the school have been trained and support teachers during small group instruction.</b></p> <p><b>The REWARDS program focuses on multi-syllabic words to promote reading fluency. City Year and the Speech Therapist pull small groups out four days a week to provide instruction.</b></p> <p><b>The READ 180 Program is designed to influence reading comprehension skills. City Year pulls small groups out four days a week.</b></p> <p><b>During after school the providers, East Harlem Tutorial, Harlem Center for Education, and City Year provide homework tutorials and ELA courses of study from the ELA Department four days a week. These providers sit on the school’s Organizational Cabinet and Instructional Cabinet for updates in the school’s programming. The Lead Teachers in all subject areas provide curriculum focus to direct after school providers class instruction.</b></p> <p><b>REGIS High School volunteers and City Year push into ELA classes for all grades Monday through Thursday.</b></p> <p><b>Saturday Academy has trained teachers and City Year volunteers that support the ELA New York Standardized Curriculum for all grades. The resources used are the Ladders to Success. Students are assessed at the beginning, middle and end of the Academy for progress.</b></p>

<p><b>Mathematics:</b></p>	<p>The Math Teacher assesses 12 basic math skills such as: Basic Operations, Fractions, Integers, Percents, and decimals. The “Goals” classes meet three times a week for 45 minutes. Each skill is worked on for 6 week periods. There are 13 students scheduled per class in every grade. Teachers are able to focus on the skills needed within the Math Content area.</p> <p>REGIS High School volunteers and City Year push into Math classes for all grades Monday through Thursday.</p> <p>The after school programs, East Harlem Tutorial, Harlem Center for Education, and City Year provide homework tutorials and Math courses of study from the ELA Department four days a week. These providers sit on the school’s Organizational Cabinet and Instructional During after school the providers, East Harlem Tutorial, Harlem Center for Education, and City Year provide homework tutorials and Math instruction from the Math Department four days a week.</p> <p>Saturday Academy has trained teachers and City Year volunteers that support the Math New York Standardized Curriculum for all grades. The resources used are the Math Coach, Math Review, Math Navigator, Impact Math, Math Advantage, Achieving Competency in Mathematics, Tabula and Kaplan. Students are assessed at the beginning, middle and end of the Academy for progress.</p>
<p><b>Science:</b></p>	<p>REGIS High School volunteers, City Year, Special Education Teacher supports, and the Speech Teacher push into 6<sup>th</sup> and 7<sup>th</sup> grade Science classes. The Speech Teacher differentiates lessons for the Science Teachers and pulls small groups out to focus on specific skills two to three times a week.</p> <p>The after school programs, East Harlem Tutorial, Harlem Center for Education, and City Year provide homework support in Science as needed.</p>
<p><b>Social Studies:</b></p>	<p>REGIS High School volunteers, City Year, Special Education Teacher supports, and the Speech Teacher push into all grades for Social Studies classes. The Speech Teacher differentiates lessons for the Social Studies Teachers and pulls small groups out to focus on specific skills two to three times a week.</p> <p>The teachers use resources other than the text book to strengthen academic knowledge for content in Social Studies. These resources are the History Channel.com and Brain Pop.</p> <p>The after school programs, East Harlem Tutorial, Harlem Center for Education, and City Year provide homework support in Social Studies as needed.</p>

<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Students are referred through different avenues for at risk services. The Guidance Counselors are a part of the Child Study Team. The child study team examines at risk student's academic, social, and behavioral action plan which focuses on ways to support the student's educational success. The Guidance Counselor provides counseling for students; care giver and staff that help connect students with the necessary interventions needed to succeed in and out of school.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>The School Psychologist responds to referrals by parents and concerned staff members. With parental consent the School Psychologist reviews individual cases and makes direct recommendations for academic, social, and emotional interventions.</p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p>The Social Worker is a part of the Child Study Team. The child study team examines at risk student's academic, social, and behavioral action plan which focuses on ways to support the student's educational success. The Social Worker provides counseling for students; care givers and staff that help connect students with the necessary interventions needed to succeed in and out of school. The Social Worker also provides support during the day for crisis situations. The Social Worker on site provides supervision to Hunter College Interns from the School of Social Work. These students see students at risk daily.</p>
<p><b>At-risk Health-related Services:</b></p>	<p>The school nurse is available daily to respond to Health-related issues.</p>

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 6-8 \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers 3 Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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Central Park East Middle School consists of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students. Our school has a population of 300 students of which 39 are ELLs. According to the NYSESLAT and the LAB-R results, 17 are beginners, 8 are intermediate, and 14 are advanced. At CPEMS, 30 of our ELLs speak Spanish, 1 has Portuguese as her first language, 2 Bengali, 1 Indian, 2 Arabic and 3 French as their first language.

The ESL program follows the workshop model and QTEL methodologies. All lessons are taught in English. In addition, lessons are aligned to the New York State ESL and ELA standards. The ESL services are provided through a pull-out program which services all identified 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELLs at Central Park East Middle School, and all identified students receive the mandated instructional time as per their language acquisition level. This manner of service will continue in 2008-2009, with some modifications.

Our school has one certified ESL teacher who provides instructions to all ELLs in our school. Centers will be set up in the ESL classroom to provide for greater differentiated instruction. Depending on their language acquisition level, they will be working on instructional materials that are appropriate for them. Reference books such as bilingual dictionaries are also available in the classroom. In addition, there will be an increased use of realia, of community sources, of film and other technology.

### **The Title III Instructional Program**

The Title III program at Central Park East Middle School will offer ELLs extra support to enhance their academic English. The supervisor in charge will be the principal/assistant principal. Thirty students will be served in the program. The participating students will range from 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELLs. The school's language of instruction in all programs for ELLs will be English only.

Our school will offer two high quality, project based after school programs and one Saturday program under Title III funding. It will provide rigorous, high interest, and standard based instruction for ELLs at all levels. The program will be named "ELLs Success-Social Studies", "ELLs Success-Mathematics", and "ELLs Success-NYSESLAT Test Prep". These educational programs are designed to accommodate ELLs academic needs and schedule. They are reduced class size to allow students to expedite their academic English development.

The rationale for the selection of program/activities is to support ELLs' development of academic languages in both fiction and nonfiction text. According to Goldenberg, "Effective second language instruction provides a combination of a) explicit teaching that helps students directly and efficiently learn features of the second language such as syntax, grammar, vocabulary, pronunciation, and norms of social usage and b) ample opportunities to use second language in meaningful and motivating situations." ELLs in these programs will receive small group instruction that will provide them with additional linguistic and cultural support. High interest and practical lessons are designed for ELLs to actively participate in lessons. These programs will improve students' achievement in content areas and have lasting affects on ELLs.

The "**ELLs Success-Social Studies**" will be team-taught by one New York State certified Social Studies teacher and one certified ESL teacher. The program is to inform new ELLs about social aspect and the history of America. Therefore they will develop necessary Social Studies skills and background knowledge to participate in class and the community. The program will meet every Tuesday from 3pm-5pm. It will begin on March 3<sup>rd</sup>, 2009 and end on June 16<sup>th</sup>, 2009. The materials students will be using are book sets titled *Immigration Then & Now* and *Immigration Experience*

Several topics will be included such as “Immigrant Experience in America” and “Famous people in America”. Students will read different fiction and nonfiction texts about U.S. immigration history, learn vocabulary related to the topic, summarize the text, chart different languages and cultures observed in New York City, and complete collaborative assignments in class. At the end of the unit, students will go on a field trip to Ellis Island, where they will see the Statue of Liberty and visit the Ellis Island Immigration Museum.

Students will also learn about famous political leaders, scientists, cultural figures, athletes and entertainers who influenced the world in the last century. They will use technology to find out information about these people. ELLs will be expected to complete graphic organizers, short response questions, explore different types of writings and present oral report on their findings. In addition, students will build their fluency by acting out short plays about famous Americans. At the end of the program, students will go on a field trip to Madame Tussauds New York.

Materials to be used are biographies set titled: *Extraordinary American Writers, Extraordinary People in the Movies, and Extraordinary Hispanic Americans*. Biography poster will be used as a graphic organizer for students to record their reading and presentation. In addition, the book titled *Short Plays for Building Fluency: Famous Americans: 22 Reproducible Plays That Build Fluency, Vocabulary, and Comprehension* will be used as a reference for doing the skits with the students.

**The “ELLs Success-Mathematics”** will be team-taught by New York State certified Math and ESL teachers. According to the feedbacks and assessments from math teachers, ELLs in our school have difficulty to solve math word problems. This program is aimed to enhance students’ ability in mathematics problem solving and familiarizing students with the use of math terminologies. The program will meet every Thursday from 3pm-5pm. It will begin on March 5<sup>th</sup>, 2009 and end on June 18<sup>th</sup>, 2009.

Teachers will analyze common types of algebra and geometry word problems and teach strategies to solve these problems. These word problems will deal with distance, interests, percentages, proportion and ratio. Students will have ample opportunities to practice and complete hands on math activities in the program. Students will learn to translate the problem into equations with variables and find the values of variables for the equations. They will learn how to simplify word problems and complete collaborative work in class. At the end of the program, students will go on a fieldtrip to New York Hall of Science, where they will see the interactive exhibition *Mathematica: A World of Numbers*.

*Math & Literature Connection* student books will be used as the main instructional tool. Supplemental materials such as graphic organizers and chart paper will also be used as needed. In addition, students will have interactive learning experience by practicing internet based learning activities.

The “**ELLs Success- NYSESLAT Test Prep**” will be a small group tutorial program taught by a New York State certified ESL teacher. This program will familiarize students with the structure of the NYSESLAT. The teacher will go over the rubrics to explain the guidelines and expectations of NYSESLAT. Students will review and analyze exemplary essay. Various strategies will be taught to develop students listening, speaking, writing and reading skills. Students will then practice NYSESLAT test prep questions and receive feedbacks from the teacher. Students will use *Getting Ready for the NYSESLAT and Beyond* as the main workbook. This program will meet every Saturday from 9am-12am. It will begin on March 7<sup>th</sup>, 2009 and end on June 20<sup>th</sup>, 2009.

Goldenberg, Claude. “Teaching English Language Learners: What the Research Does – and Does Not – Say.” *American Educator* (2008): 8-44.

**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. Explain how the school will use Title III funds to provide professional development to support ELLs. Describe the target audience.

Teachers who teach after school or Saturday program under title III funding will attend workshops offered by New York City Department of Education. Two teachers will attend *QTEL Building the Base with Curriculum Development* on Mar. 3, Mar. 4, Apr. 1, Apr. 8, May 14 and May 15 from 8:30 a.m. – 3:00p.m. This six-day institute inform participates useful and research based Quality Teaching for English Learners (QTEL) strategies, mainly effective scaffolding strategies, to facilitate the linguistic transition of ELLs. Teachers will gain a solid foundation to teach ELLs and develop the ability in curriculum planning. Title III funds will be used toward paying per diem substitute teachers. The target audience will be the title III ESL teacher and content area teachers.

**Description of Parent and Community Participation**–Explain how the school will use Title III funds to increase parent and community participation ELLs

Our school will offer three workshops for parents of ELLs in the duration of the program. Two title III teachers, one ESL and one content area teacher, will provide three parent workshops. These New York State certified teachers are highly qualified as providers for the workshops. In addition, they designed the title III lessons and all of them have been teaching ELLs in their regular classroom. The target audience will be parents of thirty participating students. The workshop will be conducted in English. However, Spanish translation will be provided as needed. Parents will participate in activities similar to the ones occur in class. This is to allow them to get a sense about the program so they can provide feedbacks/questions to the teachers.

During the workshops, parents will be informed about the details of the Title III program. The dates for the workshops are February 26<sup>th</sup>, 2009, March 20<sup>th</sup>, 2009 and April 24<sup>th</sup>, 2009. The first workshop will run from 3pm-5pm. The second and the third workshop will run from 2:30pm-4:30pm. The topics are “Writing-Study Skills and Resources for ELLs”, “Reading-Study Skills and Resources for ELLs” and “State Exams: Expectations from ELLs”. Light refreshment will be provided for the parents attending the workshops. Materials such as study guides and feedback forms will also be provided to the parents.

**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.

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Professional development for all teachers will occur during monthly meetings to inform them about ESL related topics, such as the LAB-R, NYSESLAT, test accommodations, teaching strategies, and so forth. All teachers are sent to monthly PDs offered by the region and the CLSO with a minimum of five PDs attended annually. The SLT and Instructional Cabinet put together the school PD calendar as per the needs of the school. We are currently in the process of using data to drive differentiated instruction and grouping models.

**Section III. Title III Budget**

School:     JHS 13M          BEDS Code:     310400010013    

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem		
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **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**

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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.
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.

#### **Part B: Strategies and Activities**

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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.
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.
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>.

**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**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	251,562	55, 078	306,640
2. Enter the anticipated 1% set-aside for Parent Involvement:	2515.62	550.78	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,578.10	*	
4. Enter the anticipated 10% set-aside for Professional Development:	25,156.20	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

1. **Explanation – School Parental Involvement Policy** School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.
2. The parent involvement committee will develop a plan on how Title I funds should be used throughout the school year. Members of the PTA will be represented on the committee. They will meet on a regular basis to discuss the planning, implementation, evaluation, and continuous improvement of school-level programs funded through Title I. The parent coordinator, the designated school contact person, will collect written parent concerns

regarding Title I funds. They will collect parent input by surveying how our school can create capacity-building activities for parents and school staff to improve parental involvement.

3. We will continue to provide a flexible schedule for regular meetings with parents before, during, and after the school day so that networks can be established, suggestions collected, and ideas implemented in their children's education. Parents and the entire community can access our school through a newly constructed website, which contains the Principal's weekly schedule and message, information about student events and many other interesting facts
4. We will continue to provide information on current instructional programs, curriculum, performance standards and assessment instruments as well as children's individual student assessment results and proficiency levels and an explanation on these results and levels, promotion policy, after school and summer programs and SES. This information will be provided in monthly calendars, monthly mailings, student activities and events, parent workshops, parent-teacher conferences, and backpacking arrangements. In addition, we will maintain accessibility by providing for our parents with disabilities and our non-English speaking parents, for whom translation services will be available.
5. In order to measure our success, we will send out end-of-the-year feedback forms for the parents to evaluate our school so that we can continue to improve in all the areas listed in this section.
6. A parent school compact will be written by the school-wide disciplinary committee in conjunction with a team of parents. It will outline the roles and responsibilities of parents, teachers, support staff, and students with regard to supporting high student performance. It will emphasize the importance of having open lines of communication between parents and teachers. The meetings will result in a student handbook, teacher handbook, and parent contract. All of these documents will be translated into Spanish.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - 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.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.

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.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**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 IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
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.

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School Under Registration Review (SURR)

**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.

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

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
2. Please describe the services you are planning to provide to the STH population.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 013 Jackie Robinson					
<b>District:</b>	4	<b>DBN:</b>	04M013	<b>School</b>		310400010013

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		86.5	89.1	88.0
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		89.7	85.3	90.5
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	81	94	71	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	112	91	99		85.3	81.4	81.4
Grade 8	105	123	95				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		25	32	19
Grade 12	0	0	0				
Ungraded	1	1	1	<b>Recent Immigrants - Total Number:</b>			
Total	299	309	266	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	10	6

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	37	34	31	Principal Suspensions	38	58	53
# in Collaborative Team Teaching (CTT) Classes	24	33	31	Superintendent Suspensions	66	44	70
Number all others	34	31	17				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	37	36	36
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	11	9
# receiving ESL services only	40	26	TBD				
# ELLs with IEPs	7	11	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	4	3	4
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	8	9	24	% fully licensed & permanently assigned to this school	100.0	100.0	93.1
				% more than 2 years teaching in this school	48.6	52.8	66.7
				% more than 5 years teaching anywhere	37.8	44.4	44.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	68.0	78.0	75.0
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	95.8	88.1	86.7
Black or African American	39.8	37.9	41.4				
Hispanic or Latino	56.5	57.3	56.0				
Asian or Native Hawaiian/Other Pacific	1.3	1.9	2.3				
White	1.3	1.6	0.4				
<b>Male</b>	52.2	55.3	57.1				
<b>Female</b>	47.8	44.7	42.9				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-				
Multiracial	-	-	-			
Students with Disabilities	vsh	v	-			
Limited English Proficient	vsh	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>			NR	
<b>Overall Score:</b>	22.7	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	4.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	13.2					
<i>(Comprises 60% of the</i>						
Additional Credit:	1					

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**Template for Title I Parent Involvement Policy and Parent-School Compact for  
CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13**

**Section I: Title I Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13 will support parents and families of Title I students by:

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

CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a <sup>4</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

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Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

**CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13 will further encourage school-level parental involvement by:**

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

## **Section II: School-Parent Compact**

CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### STUDENT RESPONSIBILITIES

- Students will follow the school dress code
- Students will read at home for 1 hour a day in addition to homework
- Students will be familiar with the school code of conduct

### PARENT RESPONSIBILITIES

- The PTA will conduct monthly Parent to Parent support sessions
- Parents will pledge to attend 4 or more PTA meetings yearly, all teacher conferences and as many workshops that time permits
- Parents will attend monthly parent coffee and donuts with the Principal

### SCHOOL RESPONSIBILITIES

- The compact will be placed on the school website and distributed during Open School Night. The compact will also be available through the Parent Coordinator. The school will make arrangements for all parents to receive and sign the Parent School Compact
- The school will maintain monthly contact with parents through the use of progress reports and report cards
- Parents will have access to ARIS and TeacherEase
- Principal will conduct monthly coffee and donut information sessions for parents

#### NEED TO DO

- The school will create a procedure for making appointments and meeting with staff that is both acceptable to the parents and staff of Central Park East Middle School. This procedure will be listed in the Parent School Compact

#### **School Responsibilities:**

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

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

##### **Support home-school relationships and improve communication by:**

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

**Provide parents reasonable access to staff by:**

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

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

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

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

**Student Responsibilities:**

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.



**THE NEW YORK CITY DEPARTMENT OF EDUCATION**  
Kathleen M. Cashin Ed. D., CEO  
**KNOWLEDGE NETWORK LEARNING SUPPORT CENTER**

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*Marie Rodriguez*

Senior ELL/ Bil. Education Program Management Specialist

September 2009

**Part A: Language Allocation Policy (LAP)**

Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

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**I. Language Allocation Policy Team Composition:**

<i>Principal:</i>	Jacob Michelman	<i>ESL Teacher:</i>	Gabriela Vargas
<i>Assistant Principal:</i>	Leia McKinley	<i>Assistant Principal:</i>	
<i>Guidance Counselor:</i>	6 <sup>th</sup> – Jocelyn Baitz 7 <sup>th</sup> – Daughn Lee 8 <sup>th</sup> – Emma Iwuoha Chinyere	<i>Literacy Coach:</i>	Sheryl-Ann Mayers (Lead Teacher)
<i>Content Area Teacher:</i>	John Ciano	<i>Math Coach:</i>	
<i>Content Area Teacher:</i>	Daniel Schultz	<i>Parent Coordinator:</i>	Renee Word

**II. Teacher Qualifications**

Please indicate the following:

- Number of certified ESL Teachers: 0
- Number of certified bilingual Teachers : 0
- Number of certified Foreign Language Teachers teaching NLA : 0
- Number of Content Area Teacher with Bilingual Extension : 0
- Number of Special Education Teachers with Bilingual Extension : 0
- Number of Teachers of ELLS without ESL/bilingual Certification with Bilingual Extension : 0

**III. School Description / Demographics**

Central Park East Middle School has a population of 310 students of which 30 are ELLs. The percentage of ELLs in the school is 11%. The languages represented are Spanish (majority), Haitian-Creole, Bengali, Chinese and Portuguese.

**IV. ELL Identification Process & Parent Choice**

Once the student is registered, Ms. Blanding, our pupil-personnel secretary administers the Home Language Survey. The student is then taken and introduced to the Guidance Counselor for a specific grade where they undergo an informal oral interview in English. Upon completion, the student is introduced to the ELL Teacher, Mrs. Vargas, who then administers the LAB-R exam to determine the level of the student and whether ELL services are necessary. During the second semester, Mrs. Vargas completes a schedule with the help of Leia McKinley, Assistant Principal, in order for the students to take the NYSESLAT and to ensure that each student gets the necessary accommodations.

The ESL department holds, and will continue to sponsor, parent orientation for new students and parents in September. In addition to that, teachers also communicate and inform the parents about the choices in the program during ESL parent meeting. The open house is held twice a year, the first during the October/November and the second in February. Parents will receive information about district wide ESL related events and community programs that supports ESL. Parents are encouraged to share their opinions and ideas related to ESL issues. Moreover, parents are encouraged to participate in ESL related activities such as award ceremonies and trip to become more involved in school community. The trends

in program selection for the past few years have been ESL program. The initial attempt within the school was to begin a Bilingual program for our students, however, due to budget cuts we were unable to do so. Our goal is to initialize a Bilingual program within the next 3 years.

V. ELL Programs:

There is a total of 30 ELL students participating in the ESL Push-In and Pull-Out program at Central Park East Middle School.

**Part A: Language Allocation Policy (LAP)**

**P.2**

VI. Years of Services / Programs / ELLs by Sub-groups (Please refer to worksheet.) Include:

- Total number of ELLs: 30
- Total Number of SIFE: 1
- Total Number of Newcomers: 2
- Total Number of ELLs in grades 4-6: 2 ELLs in grade 6
- Total Number of ELLs in special education: 6
- Total Number of Long – term ELLs: 12
- Total Number of ALL ELLs by subgroup and years of service:
  1. Beginners : 14 – Range from 0 to 9 years
  2. Intermediate: 8 – Range from 2 to 7 years.
  3. Advanced: 8 – Range from 2 to 9 years.

VII. Home Language Breakdown and ELL Programs

1. ESL Program - Break down by grade and language
  - 6<sup>th</sup> Grade
    - i. 3 Spanish
    - ii. 1 Bengali
  - 7<sup>th</sup> Grade
    - i. 2 Arabic
    - ii. 8 Spanish
    - iii. 1 French-Haitian Creole
    - iv. 1 Chinese
  - 8<sup>th</sup> Grade
    - i. 15 Spanish
    - ii. 3 Bengali
    - iii. 1 Portuguese
    - iv. 1 French-Haitian Creole
2. Transitional Bilingual Education – Program not provided at school.
3. Dual Language – Program not provided at school

VIII. Program and Schedule Information

Currently, our school offers five ESL classes per day. We have one freestanding ESL program. All lessons are taught in English. The ESL program follows the workshop model and QTEL methodologies. In addition, lessons are aligned to the New York State ESL and ELA standards. The ESL services are provided through a pull-out and push-in programs which services all identified 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ELLs at Central Park East Middle School. The majority of our ELLs travel as a class which makes for better programming for our ESL teacher.

- Include sample student schedule.
- Staffing for compliance with CR Part 154( required instructional time)
- Content Instruction

IX. Plan for ELL Students

The ESL teacher works with her individually as well as in group setting. She provides English support using ESL strategies and one-on-one tutoring. Newly enrolled ELLs will be paired up with another ELL or

a mainstream student for guidance and support. Materials appropriate for the newcomer will be available as will an adult mentor, since we have staff fluent in a variety of languages (Bengali, Spanish, and Chinese). This mentoring will be extended to the parents of these new students as well. The students who have reached proficiency on NYSESLAT will continue to receive support from the ESL teacher when needed. They will not receive ESL class on their schedule but the ESL teacher will continue to support them in their other subject areas during lunch time or after school. We will continue to ensure that these students receive test accommodations for two year. Our school will continue to provide support and instruction to long-term ELLs in order to help them transition into mainstream class. Our school will provide any necessary needs for students with special needs. These students will be encouraged to work in groups or with a partner to complete their project and school assignments. They will get extended time to complete the assignment upon receiving approval from other teachers. The students who have reached proficiency on NYSESLAT will continue to receive support from the ESL teacher when needed. These conversations between teachers and the ESL teacher take place during weekly grade team meetings. Referrals are also made when teachers feel a ELL student may need more support in the classroom at which the ESL teacher offers push-in services. They will not receive ESL class on their schedule but the ESL teacher will continue to support them in their other subject areas during lunch time or after school. We will continue to ensure that these students receive test accommodations for two years.

X. Intervention Programs for ELLs (AIS)

Our school currently offers the following intervention programs to our ELL students:

- Rewards
- Read 180
- Rosetta Stone

XI. After school programs for ELLS

The following organizations offer after school programs:

- City Year
- East Harlem Tutorial Program
- Harlem Center for Education

XII. Instructional materials including technology

The school recently purchased Rosetta Stone and it is in full use with the ELL students designated as Beginners.

XIII. Instructional materials in Content Areas

Various textbooks/workbooks are used for different levels of students. Some titles are Connecting Vocabulary, English Yes, Best Practice in Reading, and other supplemental materials. ELLs are also taken to the computer lab on a regular basis to practice researching and keyboard skills. The school is currently exploring a computer based program that would supplement ESL instruction. All ESL classes receive instruction in English

XIV. Native Language Support

Our school currently offers Spanish language translations for IEP meetings and Parent-Teacher Conferences when appropriate. We also translate all our documents into Spanish as it is the most common home language of our ELLs.

XV. Support Services

The support services in place for our ELLs are all determined by their assessments that they receive in their individual classes. Some students receive SETTS as determined by their IEP if appropriate while other students are in self contained classes. City Year, a service provider in our school, also provides services for some of the ELL students by pulling them out of their Independent Reading class and providing homework assistance, Read 180 or Rewards. In addition to those services, we also offer our Spanish speaking students the opportunity to work with our Spanish teacher to receive further assistance with class work in their home language.

**XVI. Professional Development**

Professional development for all teachers will occur during monthly meetings to inform them about ESL related topics, such as the LAB-R, NYSESLAT, test accommodations, teaching strategies, and so forth. All teachers are sent to monthly PDs offered by the region and the CLSO with a minimum of five PDs attended annually. The SLT and Instructional Cabinet put together the school PD calendar as per the needs of the school. We are currently in the process of using data to drive differentiated instruction and grouping models.

CLSO PD's, monthly visits and support from ELL Instruction Specialist from Community Learning Support Organization. Special educators receive monthly CLSO PD's on various differentiated instruction practices. The CLSO also offers several in-house PD's where techniques and methodologies are modeled in weekly special education meetings. Topics include reading and writing strategies, uses of graphic organizers, lesson planning, differentiated instruction, grouping, and listening techniques. Workshop for parents will be provided to offer assistance and translation services. Incoming 6<sup>th</sup> graders will receive information about school's ESL program and related services. In addition, all staff will be notified of new ELLs and be provided with any necessary trainings and assistance to better serve the ELLs.

**XVII. Assessment Analysis**

Every subject area identifies 12 skills that each student should be proficient in by the time they graduate from junior high school. Within each grade, every teacher focuses on the four for their subject area. The students are then given a diagnostic which determines their proficiency level for each skill and tells the teacher which skill to focus on with each individual student. The students are given the diagnostic along with other assessments throughout the year to determine growth for the individual skill. Along with that, our Math and ELA departments use Acuity and the performance series to further identify student growth.

**XVIII. Describe ELL program success**

Students in the ELL program have shown significant growth over the school year. Some students are beginning to feel more comfortable speaking in English in small groups during their ELL class period where they are surrounded with peers that have similar language deficiencies. Our hope is to provide them with the necessary tools to increase their participation in their regular classes and to communicate more with their peers in the academic and social setting. We are also currently working with our ELL students on increasing the volume books they are reading and the amount they understand. By allowing them to write in their native language and then translating the text, the students are writing more and more each day and are becoming more comfortable with recognizing site words.

Note: LAP Worksheet MUST be submitted with narrative.