



**CENTRAL PARK EAST HS
04M555**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 04M555
ADDRESS: 1573 MADISON AVENUE
TELEPHONE: 212-860-5929
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M555 **SCHOOL NAME:** Central Park East High School

SCHOOL ADDRESS: 1573 Madison Ave New York NY 10029

SCHOOL TELEPHONE: (212) 860-5929 **FAX:** (212) 860-2938

SCHOOL CONTACT PERSON: Bennett Lieberman **EMAIL ADDRESS:** blieberman2@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>Victoria George</u>
PRINCIPAL:	<u>Bennett Lieberman</u>
UFT CHAPTER LEADER:	<u>Franco Muzzio</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Victoria George</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>Joel Nova & Bria Murray</u>

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 04 / HS **SSO NAME:** CFN #108

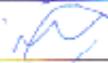
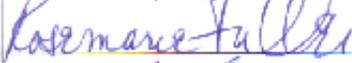
SSO NETWORK LEADER: Sumita Kaufhold

SUPERINTENDENT: Geraldine Taylor-Brown

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/ronlyres/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
Bennett Lieberman	*Principal or Designee	
Franco Muzzio	*UFT Chapter Chairperson or Designee	
Victoria George	*PA/PTA President or Designated Co-President	
Rosemary Fuller	Title I Parent Representative (suggested, for Title I schools)	
Andre Cloud	DC 37 Representative, if applicable	
Joel Nova & Bria Murray	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
	CBO Representative, if applicable	
Melissa Fleming	Member/Teacher	
Kelly Cooper	Member/Assistant Principal	
Margaret Perry	Member/Parent	
Mayra Messi	Member/Assistant Principal	
Jackie Aponte	Member/	
	Member/	
	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.

The Central Park East High School staff believes that each student has the potential for greatness. We also believe that our students' academic and overall success starts with their engagement and transformation in our classrooms. Here at CPEHS, we nurture their development through authentic collaboration between teachers, parents and the community to inspire and to establish lifelong learning in all our students.

The academic program for ninth graders at CPEHS is designed to meet the unique learning styles of all students while also meeting New York State Academic Standards and requirements. Whether your child struggles or excels in an academic environment, is an English Language Learner, or has special learning needs, we are dedicated and committed to working with them at their own learning level in order to inspire success and progress towards academic excellence. Accordingly, the 9th grade academic program is comprised of these elements:

- 5 periods weekly of English / Literature instruction
- 10 periods weekly of Math / Algebra instruction
- 5 periods weekly of Global Studies
- 5 periods weekly of Forensic Science or Honors Biology
- 4 periods weekly of Academic Homework Help (AIS)
- 5 periods weekly of Physical Education
- Pull-out / supplemental Read 180 literacy classes for identified students
- Inclusive Special Education Classes that include push-in Special Education Teacher Support Services and / or Collaborative Team Teaching for identified students
- Honors track classes for identified students
- Small class sizes for all students

At CPEHS, we believe that it is never too early to start planning for the future. We expect all of our students to graduate from high school in four years and move on to a four year college of their choice. Starting in 9th grade, students will work with the College Counselor to begin the long and thoughtful process of deciding their academic plans after high school. During their first year of high school, students will create their own College File and continue to build on it throughout their four years at CPEHS. This process will assist students in making informed decisions about their future. We invite families to become involved with the planning process by collaborating with the school, teachers, and staff in an effort to provide the highest quality of support to our students.

How do we accomplish all of this? We build strong partnerships with good organizations that provide both our students and our staff members with external support. These organizations include:

- **College Summit** - A national fee for service non-profit that provides college placement services to schools while at the same time building college guidance and college curriculum capacity within the school

- **Higher Education Services Corporation (HESC)** – Provides College Access Challenge Grants for schools with students that qualify for free lunch. Our challenge grant for the 2009-10 school year allowed us to fund supplemental programs like College Summit for our students. We will be seeking a new CACG this summer for next school year.
- **East Harlem Tutorial Program** – provides jobs, tutoring, college planning, and after-school activities like Robotics
- **Mount Sinai Hospital** – hosts student interns in an academic credit bearing program that is supervised by a science teacher at the school
- **MedDOCS (Medical Discovery of Careers) Program** - This program consists of courses taught at the Mount Sinai School of Medicine by the medical students. The program focuses on the Heart.
- **Mount Sinai Adolescent Mental Health Clinic and The NY State Department of Health** – “Clinic Plus”, a three way partnership provides on-site individual, group, and family case management and counseling services to our students with clinical social workers
- **Mount Sinai Adolescent Mental Health Clinic’s “Step-Up”** program funded by the Robin Hood foundation provides critical social, mental, and academic services to a cohort of 20 of our most “at-risk” students
- **BMCC College Now and Think College Now Courses** – “College Now” classes continue to be offered to select 9th, 10th, 11th and 12th grade students for college credit
- **The Trust for Public Land and the Manhattan Borough President’s Office** – have given the school 1.5 million dollars to re-develop the playground.
- **Girls, Inc.** - Provides in-school and after school services to high school girls. Programs include financial literacy, college awareness, self-esteem building and general AIS services.
- **East Harlem Small Schools - Park East High School, Coalition School for Social Justice and Heritage High School** - are three local small high schools with whom we are partnering on many levels to build capacity within all three schools
- **Co-Op Tech High School** – More and more of our students are being enrolled in 1 and 2 year half day programs at Co-Op Tech to become certified in a vocational trade while they work towards their high school diploma
- **VESID** - The school’s transition team is actively working with VESID to promote awareness of Vesid services and has brought Vesid on-sight to meet with students with disabilities and their families to work on post-secondary plans..
- **Minds Matter** – The school actively refers students to this non-profit organization that provides mentors for Title 1 eligible students with GPA’s above 90%. We currently have seven students enrolled with this group
- **Double Discovery** - High school students enrolled in Double Discovery attend PSAT/SAT preparation, academic, college and career advising workshops, personal development forums and weekend conferences. Special activities include the career development program and the English Skills review. In the summer, high school students receive afternoon academic mini-courses, personal development workshops, SAT preparation, trips and pre-professional conferences.
- **Search and Care** - A local social service agency that has a program called “iChoose”, which is a community service opportunity for our students that will give them a supervised opportunity to explore the developmental issues they are facing today; values, responsibilities, peer pressure and teen pregnancy prevention.
- **StreetSquash** – Community based sports and academic support after school program

SECTION III – Cont’d

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				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					

DEMOGRAPHICS									
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(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				
# in Trans. Bilingual Classes					Early College HS Participants				
# in Dual Lang. Programs									
# receiving ESL services only					Number of Staff: Includes all full-time staff				
# ELLs with IEPs					(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					
				Number of Administrators and Other Professionals					
Overage Students: # entering students overage for grade									
(As of October 31)		2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:					
Ethnicity and Gender: % of Enrollment				(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				
American Indian or Alaska Native					Percent more than two years teaching in this school				
Black or African American					Percent more than five years teaching anywhere				
Hispanic or Latino					Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.					Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White									
Multi-racial									
Male									
Female									

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 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 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)			

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students				✓	✓	✓	65%
Ethnicity							
American Indian or Alaska Native				-	-	-	
Black or African American				-	-	✓	
Hispanic or Latino				-	-	✓	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White				-	-	-	
Multiracial				-	-	-	
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				✓	✓	✓	
Student groups making AYP in each subject							

Key: AYP Status

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

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient (2006)
Overall Score	86.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	A	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	10.0/16.0	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?
-

ENGLISH LANGUAGE ARTS

List of course codes

E1 & E2 – 9th Grade English Semester 1 and 2
E1H & E2H – 9th Grade Honors English Semester 1 and 2
E1S & E2S – 9th Grade Read 180 English Semester 1 and 2
E3 & E4 – 10th Grade English Semester 1 and 2
E3H & E4H – 10th Grade Honors English Semester 1 and 2
E5 – 11th Grade English Semester 1
E5JH – Journalism Semester 1
E6 – 11th Grade English Semester 2
E6JH – Journalism Semester 2
E6R – 11th Grade English Review
E7 – Author Study & Dramatic Literature
E8 - Caribbean Literature & Identity in Literature
E7JH – Advanced Journalism
E8JH – Advanced Journalism

List course requirements and prerequisites:

E1H & E2H – Students must have a Level 3 or 4 on the 8th grade NYS ELA Assessment.
E1S & E2S – Students who have a Level 1 or low Level 2 on the 8th grade NYS ELA Assessment.
E3H & E4H – Students must maintain an average of 80% or higher in E1H & E2H.
E6 – Students who have passed the English Regents with a 65% or higher.
E6 – Students who received below a 65% on the English Regents.

Data Analysis/Findings:

English Regents pass rates have improved over the last three consecutive school years. During the 2006-2007, 2007-2008, and 2009-2010 school years, we have met our Annual Yearly Progress benchmarks in English Language Arts as it pertains to pass rates of students

on the English Regents Exam, and are a School in Good Standing. Additionally, scores in the reading and writing RCT have remained relatively stable with a very small sample size. Combined pass rates for the past three years are 100% combined for both RCT literacy based exams (Reading & Writing).

Strengths/Accomplishments:

The English Department has modified the curriculum and classroom instruction to meet the needs of the students. This was accomplished by conducting an item analysis of both the multiple choice questions and the essay questions on the English Regents, and of classroom assessments, and analyzing the data from these assessments to better understand the knowledge and skills areas for which students needed additional instruction. Classroom instruction is then revised to teach and reinforce the targeted skills identified through the analysis of student test data. Since the year before last year's English Regents and Acuity Predictive Assessments showed that students were not performing as well on the last two sections of the exam as they did on the first two sections, the English curriculum was modified to incorporate more opportunities for student to read and write independently for extended periods of time. This helped students develop skills with regards to the critical reading of literary texts and writing about literary texts, as well as, develop their stamina for tests that are longer than a 1 hour period of time. The English Language Arts Regents results have gone up from a pass rate of 53.1% in June, 2009 to 70.0% in June, 2010, with 92.11% of first-time English Regents test-takers passing, surpassing our goal of increasing the pass rate of first time test takers by 10%. We have also surpassed our goal of increasing the number of students who receive an 85% or above with 38.57% versus last year's results of 7.8%. Lastly, 100% of our Students with Special Needs that needed to take and pass the RCT in both Reading and Writing passed those exams. These results far surpass the English Department's goal of increasing the pass rate 10% from the previous year as indicated on the 2009-2010 CEP. Additionally, the English Department has worked with the other content area departments in providing them with a standard format and assessment rubric for writing assignments in other academic core subject classes so that students' skills were reinforced in all of their classes. The English Department also offers a Read 180 class for our incoming 9th grade students who scored a level 1 or low level 2 on their 8th grade State ELA Assessment. The research-based curriculum for this class incorporates whole group instruction, small group instruction, independent reading and instructional software using computer technology to strengthen students' reading and writing skills. The English department, in collaboration with the special education teachers, offers special education students a class that is specifically designed to teach and reinforce the skills and knowledge necessary to pass the RCT in Reading and Writing. The English Department has expanded its English Honors class offerings to 9th, 10th, 11th, and 12th grade students to further challenge them and develop skills that exceed NYS Standards expectations. In addition, our 10th grade students are offered a Think College Now Writing Skills class in the spring, and 11th and 12th grade students are offered CUNY College Now Classes in Literature & Speech, as well as Journalism and Advanced Journalism classes.

Weaknesses:

The English Department still needs to strengthen their ability to differentiate instruction to meet the varied academic needs of all of our students, including small group instruction within the setting of the larger class. The data shows that students who have not performed well on the English Regents the first time that they have taken the exam, have continued to struggle with passing the exam or have continued to score much lower than their grade level

counterparts. Additionally, students who enter our school with low reading and writing levels are far less successful in the English classrooms with regards to class grades and credit accumulation.

Implications for the Instructional Program:

The department will continue to analyze data, utilizing not only ELA Regents data and classroom teacher made assessments, but data from the Customized Instructionally Targeted Assessments and the ELA Predictive Assessments given through Acuity/CTB McGraw Hill to inform instruction of skills and knowledge. The information gathered through close analysis of student assessment data will be used to modify daily lesson plans to include specific plans on differentiation used within each lesson as it pertains to instruction and assessment (Process and product). Additionally, teachers will continue to implement independent reading and writing in their classes on a consistent basis (a minimum of 3 times per week) as a way to develop their skills as it relates to critical reading and to build students' stamina.

Goals:

The English Department's goal is to maintain the percentage of students meeting standard on the State ELA Regents exam, while also increasing the number of students who receive a 75% or above on the English Regents by 5%. Secondly, we have set a goal that 85% of our students will pass their English classes and receive their credits.

SOCIAL STUDIES

List of course codes

H1 and H2 –9th Grade Global Studies 1 and 2
H3 and H4 – 10th Grade Global Studies 3 and 4
H5 and H6 – 11th Grade United States History
H7 – 12th Grade Semester-Long Participation in Government
H8-12th Grade Semester-Long Economics

HH3 – Global Regents Review – 11th and 12th Grade
HH3 – Global Literature Review – 10th Grade

Data Analysis/Findings/Accomplishments;

Global History and Geography Regents Exam pass rates (June 2009) have dramatically improved over the past year. We have met and exceeded our 08-09 goal of a pass rate increase of 13%.

More 9th and 10th graders are on track with credit accumulation. With the additional intervention supports in place, our students have accumulated credit at an increased rate as they take on additional core history courses, Regents prep courses, independent study and credit recovery commitments.

US History Regents June 2009

 06 Cohort Pass = 40%

05 Cohort Pass = 45%
Average=58.12308

Global History and Geography June 2009
 07 Cohort Pass 65+ Pass=51%
 06 Cohort Pass

Total Pass= 43%
Average Score = 57.5812

The Social Studies Department continually evaluates the learning needs of the students, reflecting a school-wide culture for constant reflection on best practices. The department continues meeting regularly to discuss best practices and peer reflection and evaluation. We are implementing school-wide interdisciplinary skills by grade level, starting with creative note-taking strategies in the 9th grade to build and strengthening communication skills by the 12th grade. We aim to shift instruction based on real-time student needs and this requires continual and organized revision of curriculum maps.

As part of a school-wide effort to address learning styles in our students, we have also compiled learning and personality diagnostics to better address the true needs of our population. These findings are dispersed on a grade level basis and will be examined on an interdisciplinary setting for any needed academic interventions.

The Social Studies Department also offers Global Studies Regents Prep courses that act in a two-fold fashion for some students: offering them an opportunity to accrue credits and to prepare for the Global History Regents Exam. Students are also encouraged to arrange independent studies and credit recovery commitments with previous instructors.

Additionally, the Social Studies Department has turned their instructional focus to demystifying test vocabulary and the test taking process by embedding high frequency words and specialized terms in their instruction. Every instructor keeps a word wall in their classroom to reinforce the vocabulary for each unit being studied. Instructors also differentiate their instruction by paying attention to differentiating assessments to ensure that the diverse learning styles of the students are met.

Barriers:

The Social Studies Department has identified the following weaknesses it will seek to improve upon:

1. Thematic Essay writing
2. Reading informational text and consequent comprehension
3. History credit accumulation

The data the department has with respect to past Regents examinations shows that students, across both examinations [Global and US] consistently score lower on the thematic essay versus the DBQ Essay. The department will work toward bringing up scores by doing the following: teaching students how to complete outlines prior to writing the essays in order to improve the quality of the information they do know, subsequently improving the score they would receive on the test. In addition, the second weakness identified is reading informational text and consequent comprehension, which is linked to the first weakness. The department believes that if it stresses reading in class and employs reading strategies (such as sustaining our departmental coding guide, using pre-and post-reading strategies) the amount of information students retain will increase. This will translate into them having more

information to access while writing both essays. The information will be used as outside information on DBQ-essays, and core-content on thematic essays.

The Social Studies Department, along with an interdepartmental coalition, recognizes that their need to differentiate instruction for the diverse needs in their courses is a constant in the school community.

Implications for Instructional Program

As a department we have identified the weaknesses of our student body and in departmental planning. The diversity of our students' skills requires that our instructional support for them is also as diverse in catering towards their learning needs. We've identified two areas that we will focus on: increasing credit accumulation and increasing Global Studies and U.S. History Exam pass rates. To do this, the Social Studies Department turns its attention to enhancing opportunities to strengthen literacy across the curriculum. They will do this by working to make text more accessible, introducing high frequency terminology, employing creative note-taking strategies so that students strive for independent learning. The Social Studies Department aims to demystify the writing process so that it becomes a tool in their student tool box and not merely an assigned task enforced by a teacher.

The Social Studies Department is also infusing specialized test terminology in the framing of units. For example, to discuss specific content, the students will also understand it in conjunction with a particular history Regents theme (for example, Golden Ages, Conflict, and/Change). Our goal is to make our students adept in the test setting and in retention of key ideas and content knowledge.

To further their success on Regent's exams, instructors will:

- Design Regents Based exams
- Follow a departmental method for teaching thematic and DBQ essays
- Utilize heavily scaffolded and extended projects with multi-step deadlines.

The Department will also continue offering Regents Prep when needed and offering students the opportunity to accumulate history credits where they are deficient.

Goals:

- Improve in Multiple Choice US and Global scores from 50% to 60% by the end of 2009-10 school year.
- Students will be able to improve their ability to synthesize content, as evidenced by verbal and written responses.
- Target the Regent's Institute with specific interdisciplinary language skills.

MATHEMATICS

Courses offered at CPEHS:

- **Integrated Algebra** (ME21) – for freshmen
- **Statistics and probability** (MM1) – for freshmen
- **Math Lab** (MM0) – for students who did not pass the Integrated Algebra Regents Exam
- **Geometry** (MG21) – for sophomores and juniors who passed the Integrated Algebra and for advanced freshmen who achieved 75% or higher on the Regents Exam.
- **Personal Finance** (MM7) - for juniors and seniors who have fulfilled graduation requirements for math or who need an additional math credit to graduate.
- **Pre-Calculus** – (ME7) – for accelerated juniors and seniors who have fulfilled the graduation requirements for math.

Data Analysis/Findings/Trends/Accomplishments:

- The Mathematics Department had a 63% pass rate for the NY State Algebra Regents Exam Requirements. This figure includes students who had to retake the exam, special needs as well as English Language Learners.
- Eighty one percent (81%) of the 2009 entering freshmen passed the NY State Algebra Regents Exam in June and 89% achieved a passing grade by the beginning of the 2010 school year.
- Thirty seven percent(37%) of our 35 students retaking the exam passed in June.

Strengths:

The Mathematics Department has modified the Prentice Hall curriculum and classroom instruction to meet the needs of all learners. For the 9th graders we created a Probability and Statistics course, which students take concurrently with Integrated Algebra in order to provide additional support for students to score above 75 on the Regents Exam. Students who are exceeding State standards are offered math honor classes. Additionally, the school is offering an elective Personal Finance course, which helps prepare students for making financial decisions in the future. This year, we are offering a Pre-Calculus class to prepare students for college level math.

To better understand the knowledge and skills areas for which students need differentiated instruction we are using an item analysis of both the multiple choice and open ended questions on previous years' Integrated Algebra Regents exams, Periodic Assessments and teacher made tests. We are able to create item analyses of students work to provide targeted instruction and academic interventions. Classroom instruction is constantly revised to teach and reinforce the targeted skills identified through the analysis of student test data.

The Mathematics Department utilizes collaborative team teaching to provide support and accommodations for students with special needs as described in their IEP's. Additionally, the math teachers participate in professional development activities and conferences to improve their mathematics pedagogy.

Weaknesses/Barriers:

Parts II, III, and IV of the Regents exams continue to be a challenge for many of our students. To address this issue, the math department is focusing more heavily on content specific and high frequency test vocabulary through the sharing of best practices.

The majority of our students who passed the Regents exams scored in the 65-75 range. We need to continue to improve our pedagogical skills by sharing best practices and collaborating with one another to discuss problem solving and test taking strategies as well as strategies to increase student perseverance on Part II, III, and IV.

Implications for the Instructional Program:

As a result of our focus on vocabulary, increased classroom technology, additional 9th grade support, and the continuation of classes co-taught by two highly qualified teachers, we expect to see an increase in math mastery for our students taking the Algebra exam in June, which includes a higher overall pass rate as well as an increase in the number of students passing the exam with an 80 or above. Additionally, as a result of the creation of an Algebra Review class and an RCT preparatory class for students with IEPs, we anticipate passing scores for those who have been previously unsuccessful in passing the Algebra Regents.

Our Departmental Goal for school year 2010-2011:

As a team, the math department will develop a common curriculum for Algebra and Statistics/Probability.

SCIENCE

Overview of Subject Area/Department:

Forensics (ST1P, ST3P) – A general science course used to prepare students for Regents-based science courses such as Living Environment, Chemistry, and Physics using inquiry-based strategies.

Environmental Science (SE1P, SE1L) – Freshmen, inquiry-based science course focused on ecology, conservation, and human impacts on the environment in order to prepare students for Regents Living Environment class by introducing techniques that improve scientific literacy and content knowledge.

Living Environment (SL1P, SL2P, SL1PH, SL2PH, SL1L, SL2L, SL1LH, SL2LH) – Freshmen and sophomore course focused on improving scientific literacy while studying human anatomy/physiology, continuity of life, genetics and biotechnology, and the theory of evolution to prepare students for the Living Environment Regents Exam.

Everyday Chemistry (ST2P, ST2L) – Sophomore and Junior course introducing students to concepts of chemistry that are integral to our society and immediate environment such as matter and measurement, stoichiometry and the periodic properties of elements.

Chemistry (SC1P, SC2P, SC3P, SC1L, SC2L, SC3L) – Sophomore, Junior and Senior course focused on more advanced chemistry topics, preparing students for the Chemistry Regents exam.

Physics (SP1P, SP2P, SP1L, SP2L) – A Regents based physics class covering mechanics, waves, electromagnetic forces and quantum physics.

Living Environment Regents Review (SD1P, SD1L) – Course highlighting major Living Environment skills and concepts that prepares students who have failed the Regents exam or who were not able to sit for the Regents exam.

RCT Science Review (SD2P) – Course highlighting concepts from the physical earth and life sciences that prepares students to sit for the RCT science exam.

Mt. Sinai Career Internship Program (SH1, SH2) – Course designed to introduce students to science, health, and laboratory careers by student-mentor pairing with staff at a major medical center in East Harlem.

Data Analysis/Findings/Trends/Accomplishments:

1. The overall pass rate for the Living Environment Regents in June was 74%.
2. In June 2010 there were more students eligible to sit for the Living Environment Regents than in previous years.
3. All science teachers have expanded curriculum to include hands-on laboratory activities in the newly refurbished laboratory.
4. The science department has expanded to include a Regents Physics course that is offered to eligible upper classmen.

Weaknesses/Barriers:

1. Currently, we offer two Regents Science courses: Living Environment and Chemistry. We are getting an increasing number of incoming 9th graders who have already taken and passed the Living Environment Regents, which means they go directly into Chemistry. Providing the students with another Regents level course may be a future consideration.
2. Currently, we have many of our science teachers teaching separate content areas, which makes it difficult to collaborate and to share ideas and best practices.

Implications for the Instructional Program:

Working with the English Department and the PD Committee to find useful literacy strategies to use with our students could benefit the entire class, including our low scoring ELL students. Focusing on the specific content area in which the students showed the greatest weakness to come up with multiple ways to introduce and study the material to benefit all types of learners. Continuing our focus on content area vocabulary remains important as deciphering the language of science continues to be a struggle for many of our students.

Goals

1. Improved curriculum development through the sharing of best practices and the utilization of Collaborative Learning, Inc.'s Curriculum Mapper Program.
2. Share and apply knowledge gained from workshops and professional development during science meetings.
3. Create and share SMARTboard strategies and lessons to improve science instruction.
4. Students will show a higher level of scientific literacy by increasing mastery of open ended questions by 50%.

SPECIAL EDUCATION

Special Education provides Special Education Teacher Support Services (SETSS) and Collaborative Team Teaching (CTT) in the content areas of Language Arts (English), Math, Science, Global and US History. RCT Science Prep, RCT Global History Prep, are also provided to focus on specific aspects of curriculum found only in Regents Competency exams and not necessarily covered in an overall Regents curriculum.

Data Analysis: Findings – Subject Area/Department

After analyzing scores from the Regents and RCT tests, the areas of biggest concern are Global and US History. Special education students were most successful in Math and English Language Arts.

Implications for the Instructional Program:

In order to improve Global and US History performance, an RCT Global History Prep class is offered to students who are eligible to take the exam. An RCT Science Prep class is also offered. These preparatory RCT classes will be taught during the Spring Semester as well. We are no longer offering an RCT Language Arts Prep class as there are no students currently slated to take the exam as they all passed it last year.

Another area of concern is special education students who are missing class credits, resulting in improper grade level track. The Special Education Department is working with the Guidance Department to meet the academic and transitional needs of the special education students. Each special education student has been assigned a guidance counselor according to grade level. In addition, a specific guidance counselor has been assigned to students with insufficient credits.

The staff has been trained in various CTT approaches in order to enhance the learning experience for both special education and general education students. The school has been focusing on its CTT program so that students receive proper accommodations within each content area class. Professional Development has also assured that all staff, is properly meeting the needs of each student, as directed in his or her IEP.

Summary:

The school is taking a three-pronged approach to working with students with disabilities: First, the curriculum is preparing the students for high stakes assessments, which are needed in order to earn a high school diploma. Second, the school community is continuously improving our CTT program. All staff members spend time as a school community, through professional development, learning about how to uphold the rights of students with disabilities, as well as how to enhance curricula to meet the needs of all students. Finally, the Guidance Department and Special Education Department are working collaboratively to meet the academic and transitional needs of each student.

GUIDANCE:**Data Analysis/Findings:**

Graduation rates have improved in the 2009-2010 school year and the number of students attending 2 and 4 year colleges directly following high school has also increased. Additionally, there has been an increase in the number of special education students graduating with a Local and/or Regents diploma.

The number of students meeting promotion criteria and being promoted to the next grade level without credit deficiencies has increased dramatically over the last two years. While 90% of 1st time 9th grade students were promoted to 10th grade at the end of the 2007-2008 school year, 97% of 1st time 9th grade students were promoted to 10th grade at the end of the 2009-2010 school year, a 7% increase. In 2009-2010 86% of first time 10th grade students were promoted from to 11th grade and 86% of first time 11th grade students were promoted to the 12th grade.

The 2009-2010 school year yielded our highest attendance figures to date. We have had an upward trend for the past several years and we have a higher daily attendance rate than the city average.

An increase in therapeutic services available to our students has resulted in an increase in students receiving mental health counseling, substance abuse counseling, group and family counseling.

Accomplishments:

The 12th grade guidance counselor works with seniors to ensure that each student knows exactly what classes and regents they need to graduate in June. Each student meets with the counselor within the first month of the school year and a minimum of three additional times throughout the semester. The transcript is reviewed and each student signs a form stating that they understand what is required of them to meet graduation criteria. At the start of the second semester graduation contracts are reviewed with students and they must be signed by both the student and the parent and returned to the counselor.

The Guidance Department has a dedicated college counselor who works closely with the 12th grade students to ensure that they have a plan for post graduation. Each 12th grade student meets with the college counselor at least 3 times per semester to review college choices,

applications, SAT registration, and financial aid. In addition, through a partnership with College Summit, all seniors are programmed for a Senior Seminar class that meets two times per week. Students receive information about various colleges through scheduled college trips, classroom visits with admissions counselors, and college fairs.

The Guidance Department has three counselors who are responsible for academic advising for the grade level assigned. Each counselor meets with their students to review promotion criteria, transcripts, and academic issues. They set goals with their students and develop plans for success. In addition, counselors work closely with teachers to address students' needs, and discuss at risk students. Counselors attend weekly grade level meetings and a referral process was put into place ensuring that the guidance counselors address the various needs of at-risk students. In addition, Counselors regularly check student progress on edline and review progress reports with students when meeting with them. This gives the Counselor and student the chance to review missing assignments and discuss ways that the student can reach their academic goals.

The Guidance Department works closely with the administration to address the needs of credit deficient students. Students were programmed to take specific summer school classes needed in order to be promoted to the next grade level. In addition, a PM School program and an Independent Study program were developed to further provide assistance to under-credited students.

The attendance team works diligently to ensure that all students are attending school on a regular basis. We have a conscientious and detail-oriented school social worker who keeps meticulous records and updates all attendance reports as needed. Assisted by two school aids, the attendance team conducts rigorous attendance outreach. Our phone messaging system allows us to make daily calls to all students that were not in attendance that school day. Additionally, parents are contacted and invited in for a conference if students have 2 or more consecutive absences or a concerning class-cutting pattern.

Our Guidance Department works closely with the Mount Sinai Clinic Plus program to ensure that all students in need of mental health counseling are referred and screened in a timely manner.

Barriers:

The department will continue to devise interventions and strategies to meet individual student needs. The department will analyze data to develop interventions to improve the four-year graduation rate. Additionally, promotion from 10th to 11th grade, while it has increased, needs improvement. The guidance staff will continue to work closely with the rest of the staff to discuss pertinent issues and improve the referral process. Last, the guidance team will work closely to assist students in need of an alternative placement to find a school or program that will better suit their needs.

Goals based on the data:

The Guidance Department's goals are to improve students' academic success by providing comprehensive targeted academic and guidance services.

1. Attendance percentage will increase from 92% to 93% by end of the 2010-11 school year.

2. Through counseling services provided at least 3 times per semester and the creation of individual action plan with varied intervention services:
 - 100% of first time 9th grade students will be promoted to 10th grade
 - 88% of first time 10th grade students will be promoted to 11th grade
 - 88% of first time 11th grade students will be promoted to 12th grade
 - 90% of first time 12th grade students will graduate
3. 95% of seniors will apply to at least 4 colleges by January 1, 2010.
4. The department will transition all overage and under credited students to appropriate programs such as YABC, Alternative High Schools, vocational programs, etc.

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.

- Goal #1: Curriculum Mapping Initiative** - All teachers will work both collaboratively and independently using the curriculum mapping software, by Collaborative Learning Inc., to map unique curriculum that is aligned with NY State (final year) and Common Core Standards (transition year). All curriculum maps will be worked on continuously throughout the year and will be used by teachers to engage in the work of the school's professional development committee. **Measurable Objective:** By the end of this academic year, 50% of all of the school's content area classes will have aligned curriculum maps uploaded onto the new software.
- Goal #2: Supervision & Observation Restructuring** - School administrators will utilize a new model for the observation of classroom instruction that will include a minimum of five mini-observations per semester followed by immediate verbal feedback, and documented in written form, in place of previously conducted observations. **Measurable Objective:** On average, teachers will have an additional eight observations per year under this new system.
- Goal #3: Collaborative Team Teaching** - Teachers will create/revise lesson plans that will be aligned with students with disabilities' needs based on current performance, and as set forth in their IEPs, and will be reflective of the various CTT teaching models through collaborative instructional planning meetings. This will be evidenced by completion of the "CTT Model" and "Differentiation" elements of the school-wide lesson plan. **Measurable Objective:** The graduation rate for students with disabilities will increase by 5% over last year's results.
- Goal #4: School-Wide Active Literacy** – Content area teachers will incorporate literacy instruction, focusing on the development of reading, writing, listening, and speaking skills in 40 % of their lesson plans, as evidenced by completion of the "Seven Reading Strategies" and "Instructional Strategies" elements of the school-wide lesson plan.

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): **All Content Area Subjects**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>School wide Curriculum Mapping – All teachers will work both collaboratively and independently using the curriculum mapping software, by Collaborative Learning Inc., to map unique curriculum that is aligned with NY State (final year) and Common Core Standards (transition year). All curriculum maps will be worked on continuously throughout the year and will be used by teachers to engage in the work of the school’s professional development committee.</p> <p>Measurable Objective: By the end of this academic year, 50% of all of the school’s content area classes will have aligned curriculum maps uploaded onto the new software.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Data Inquiry Team researches software-based curriculum mapping software products (Spring, 2010) • Selects curriculum mapping software product (Instructional Planner) • Data Specialist and Professional Development Committee get trained on product through multiple phone/webinar trainings • Through the training process PD committee customizes product • Professional development provided to entire staff on June, 2010 by company representative • PD Committee prepares full day professional development for Thursday, Sept. 2nd • Ongoing professional development as outlined on the PD Calendar
<p>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.</p>	<ul style="list-style-type: none"> • NYSTL software budget allocation used to purchase software (completed) • TL, Title I, DI allocations used to pay per session for PD committee to prepare materials for all staff (completed) • Data Inquiry Team researches software-based curriculum mapping software products (Completed Spring, 2010) • DI Team selects curriculum mapping software product (Instructional Planner, completed spring 2010) • Teachers and administrators will attend CMI 2010 in

	<p>Saratoga Springs in July to gain more knowledge on curriculum mapping and to prepare to lead the staff through the new initiative (completed summer 2010)</p> <ul style="list-style-type: none"> • Data Specialist and Professional Development Committee get trained on product through multiple phone/webinar trainings (completed Spring 2010) • Through the training process PD committee customizes product (completed spring 2010) • Professional development provided to entire staff on June, 2010 by company representative (completed) • PD Committee prepares full day professional development for Thursday, Sept. 2nd that focuses on getting all teacher's familiar with the product methodology (completed) • Ongoing professional development and sharing of progress as outlined on the PD Calendar
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Through the administrative access to software platform we will monitor teacher progress on an on-going basis during supervisory cabinet meetings • At weekly special education meeting supervisor's of special education will monitor progress on goal • Purchase orders completed • Per session time sheets • PD agendas and materials

Subject/Area (where relevant): All Subjects

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Supervision & Observation Restructuring – School administrators will utilize a new model for the observation of classroom instruction that will include a minimum of five mini-observations per semester followed by immediate verbal feedback, and documented in written form, in place of previously conducted observations. Measurable Objective: On average, teachers will have an additional eight observations per year under this new system.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • School administrators will read, discuss and implement “The Main Idea” summary of the book <i>Rethinking Teacher Supervision and Evaluation</i> in order to overhaul its’ teacher observation structures (completed) • Create simple uniformed written feedback form to accompany verbal feedback • Implementation will take place by Fall, 2010
<p>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.</p>	<ul style="list-style-type: none"> • Hiring of second 10 month assistant principal to provide greater administrative capacity with TL funds • Network support set-aside: Training in the “Danielson” model from network to guide what we are looking at
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Administrators will meet on a monthly basis to share information about the process in order to monitor and revise the new observation structure • We will closely monitor number and frequency of observations to make certain we are hitting our targets • We will solicit feedback from teachers in a survey to guide the development of this new process at mid-year

**Special Education / Content
Area Teachers**

Subject/Area (where relevant):

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Collaborative Team Teaching – Teachers will create/revise lesson plans that will be aligned with students with disabilities’ needs, based on current performance, and as set forth in their IEPs, and will be reflective of the various CTT teaching models through collaborative instructional planning meetings. This will be evidenced by completion of the “CTT Model” and “Differentiation” elements of the school-wide lesson plan. Measurable Objective: The graduation rate for students with disabilities will increase by 5% over last year’s results.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • PD Committee will create CTT model element in school wide Daily plan in Instructional Mapper Software (completed June, 2010) • All current IEPs for SWD will be made available to applicable teachers at the beginning of the school year in digital and paper form • Special Education teachers and their CTT partners will meet to review and discuss each of their students’ IEP including Social/Emotional and Academic Management Needs • Provide Professional Development to all teachers on reading and understanding the IEP • Teachers to meet on a weekly basis to plan and modify instructional plans
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • TL, DI Allocation, and Title I Allocations will be used to support, after-school planning for Professional Development and CTT pairs • Assistant Principal with extensive special education experience will be hired with TL allocation to further build staff capacity
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Collection of teacher reflections on the CTT Rubric Reflection Tool • Interim HSST marking period scholarship reports • January and June Regents and RCT results • ARIS Data • Notes and agenda from weekly special education meeting where student progress / interventions are discussed by team with supervisor • Reports from the Curriculum Mapper software that will allow us to see which and how often each of the indicated strategies are used. • Graduation Rate of 4th year cohort students with disabilities

All Content Area Subjects

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>School-Wide Active Literacy - Teachers will incorporate literacy instruction, focusing on the development of reading, writing, listening, and speaking skills in 40 % of their lesson plans, as evidenced by completion of the “Seven Reading Strategies” and “Instructional Strategies” elements of the school-wide lesson plan.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The data specialist will be a member of the pd committee and will provide support and a rationale for why active literacy instruction is important to incorporate into all content area instruction • The pd committee and administration will meet at least twice over the summer to plan and set priorities for the goal • When school commences the pd team and administration will meet every Friday after school to continue planning • Half of all staff meeting will focus on active literacy strategies
<p>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.</p>	<ul style="list-style-type: none"> • Title 1 10% professional development setaside for PS • TL Data Inquiry allocation for PS • Discretionary TL allocation for PS • OTPS allocation for Instructional Planner software • New AP put in charge of supervising Data Specialist and pd committee
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • This will be a baseline year: supervisors of content area teachers will look at lesson plans, observe on a regular basis and discuss with teachers how often they are incorporating active literacy strategies into their instruction • Purchase orders for trainings materials • TL and Title 1 10% setaside Per session payments for training

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								
7								
8								
9	74	6	ATS data not available	ATS data not available	13	NA	2	2
10	2	14	1	8	31	NA	4	0
11	1	12	11	14	14	NA	5	0
12	0	1	0	7	4	NA	0	0

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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ol style="list-style-type: none"> 1. Saturday Academy 2. RCT class 3. Regents Review classes 4. Collaborative Team Teaching (CTT) 5. Study Hall 6. Progress Reports 7. Peer Tutoring 8. Technology 9. Literacy Strategies <ul style="list-style-type: none"> • 7 Habits of Proficient Readers • Read-Aloud • REAP • Repeated Readings • Graphic Organizers • High Frequency Words • Vocabulary & Grammar Instruction • Think-Pair-Share-Write • Active Reading (Annotating Texts) 10. Read 180 11. PM School 12. ESL Classes 13. Independent Reading of YA High Interest 	<ol style="list-style-type: none"> 1. Regents Test Prep on Saturdays for English Regents before Regents week in January and May/June 2. Test preparation for the RCT Reading & Writing for Special Education Students scheduled to take RCTs. One class offered during the Spring Semester. 3. 1 class offered in Fall Semester for students who took the English Regents Exam but failed to receive a 65. 4. Collaborative Team Teaching classes for Special Education students to reduce teacher-to-student ratio in the classroom offered during the day and provide small group instruction. 5. Mandated extended time at the beginning of the day, Monday through Thursday. Provides small group instruction, one-to-one tutoring and homework help to students requiring additional support. 6. Provides periodic assessments for student performance based on classroom grading policy. Handed out in class anywhere from every other week to every three weeks. 7. Provides students with extra help from other students everyday after school except on Fridays. 8. Use of technology in the classroom on a regular basis to help complement lessons and to facilitate teacher modeling of reading and writing strategies. 9. Use of a variety of literacy strategies to strengthen students reading and writing skills of fiction and non-fiction texts, build vocabulary acquisition and grammar skills, and develop fluency. 10. Research-based remedial reading and writing program that incorporates the use of technology, independent reading, targeted small group instruction and whole class instruction for our

<p>Texts at student reading level</p> <ol style="list-style-type: none"> 14. Books on Tape 15. Parent Outreach 16. Diagnostic Assessments 17. Data Inquiry Action Research 	<p>lowest level 9th grade students (Level 1 & 2) based on 8th grade State ELA Exam.</p> <ol style="list-style-type: none"> 11. Classes offered in both the Fall and Spring semester for E1-E8 English classes for students that need to recover English credits. 12. English as a Second Language class offered to all ELL students that utilizes the Read 180 program to strengthen students literacy skills in reading, writing, speaking and listening. We are also offering an additional ELA class period for Beginner ESL students to strengthen their reading/writing and listening/speaking modalities. 13. Scheduled time in English class on a consistent basis (at least 3x per week) for students to read high interest young adult books that they select and that are at their independent reading level. 14. Availability of Books on Tape for students who have low reading levels to encourage reading, make otherwise inaccessible texts more accessible, and to serve as a model of fluent reading. 15. Outreach to parents via phone, email and through parent on-line accounts where they can access student progress information, as well as hardcopy progress reports sent home so that parents are informed of their child's progress in their English class. 16. Diagnostic Assessments are given at the beginning of each semester to inform teachers' planning of instruction and to form groups for small group-instruction in the classroom. These are in addition to the mandatory ITA and Predictive Assessments through Acuity. 17. All student data (assessments, attendance, marking period grades) are compiled electronically and analyzed as a way to inform instruction and create an action plan of targeted interventions to address the various and different needs of the students to maximize academic success.
<p>Mathematics:</p> <ol style="list-style-type: none"> 1. Double block math in 9th grade 2. SAT prep classes 	<ol style="list-style-type: none"> 1. All 9th grade Algebra Regents bound students are programmed into two well aligned math classes to prepare them for the June exam. Instruction is 108 minutes per day 5 days a week. 2. In addition to the after school PSAT and SAT prep classes, SAT prep is embedded in both the Personal

<ul style="list-style-type: none"> 3. Collaborative Team Teaching 4. Study Hall 5. Peer Tutoring 6. Elective Math courses 7. Progress reports 8. Periodic assessments 9. Technology 10. Workbook choice 11. Literacy Strategies 	<p>Finance and Pre-Calculus curriculum for juniors and seniors</p> <ul style="list-style-type: none"> 3. Inclusion class for Special Education students. Class reduces the teacher-to-student ratio in the classroom during regular school day. 4. Extended time at the beginning of the day, 3 times a week. Provides students with content area and homework help. 5. Provides after school academic support for students from more advanced students 4 times a week. 6. In addition to the required mathematics courses, Personal Finance and Pre-Calculus are offered as elective courses. 7. Teachers continuously update student progress on Edline.net, which provides both students and their parents access to the students academic status and progress. 8. Instructional Targeted Assessments help to pinpoint student deficiencies and track student progress towards meeting state standards. 9. SMARTBoard technology is utilized in the most classrooms. Teachers utilize many resources from the internet to complement their lesson plans and math curricula. Students utilize TI-83+ graphic calculators on a daily basis to prepare for exams. 10. The supporting workbooks are targeted to prepare students for the Regents exam (e.g. Brief review for the Integrated Algebra Exam) 11. A variety of literacy strategies are implemented in all classes to support comprehension of math problems. Strategies include, but are not limited to journal writing, use of graphic organizers and a strong focus on both content area vocabulary and high frequency words.
<p>Science:</p> <ul style="list-style-type: none"> 1. Regents Review classes 	<ul style="list-style-type: none"> 1. Fall Semester review class for students who earned both Living Environment credits, but did not score 65 or higher on the Regents exam.

<ul style="list-style-type: none"> 2. RCT class 3. Collaborative Team Teaching (CTT) 4. Study Hall 5. Progress Reports 6. Peer Tutoring 7. Technology 8. Literacy Strategies 	<ul style="list-style-type: none"> 2. Fall Semester review class which focuses on specific strategies and content required for passing the Science RCT. Class is geared toward special education students who have not scored a 55 or above on the Living Environment Regents and are local diploma bound. 3. Inclusion class for Special Education students to reduce teacher-to-student ratio in the classroom offered during the day. 4. Extended time at the beginning of the day, 3 times a week. Provides students with content area and homework help. 5. Teachers continuously update student progress on Edline.net, which provides both students and their parents access to the students academic status and progress. 6. Provides after school academic support for students from more advanced students 4 times a week. 7. Use of technology in the classroom on a regular basis to help complement lessons such as webquest projects, Smartboard, and virtual labs. Use of Scantron machine to do item analysis of Regents Exams and summative classroom assessments. 12. Use of a variety of literacy strategies from newspaper and journal articles to textbook passages for non-fiction pieces of literature. Strategies include also include, use of graphic organizers and a strong focus on both content area vocabulary and high frequency words.
<p>Social Studies:</p> <ul style="list-style-type: none"> 1. Double Block Global for all 10th Graders 2. Collaborative Team Teaching 3. Regents review classes 4. Study Hall/Peer Tutoring 5. Progress Reports 6. Periodic Assessment 7. Literacy Strategies 8. High Frequency Subject Words; Print Rich Classroom 	<ul style="list-style-type: none"> 1. All 10th graders have been programmed for a supplemental Global Literature class which totals 108 minutes weekly of overall class time in preparation for the global Regents 2. Inclusion for special education students. Class reduces student teacher ratio 3. Extended time at the beginning of the day in which students are welcome to come and receive extra help on their exams 4. Offer students extra help from older students or teachers four times a week 5. Students have access to edline.net and teachers will upload grades every two weeks 6. Assessments will help track student mastery and inform

	<p>how to proceed during and after a given unit</p> <ol style="list-style-type: none"> 7. Incorporate different literacy strategies in order to allow for greater comprehension and multiple entry points; including: Reading Comprehension, Vocabulary, Identify Main Idea, Synthesis etc. 8. Have word walls with high frequency subject words, revisit these words throughout units. This should include both content and skills based HF words.
<p>At-risk Services Provided by the Guidance Counselor:</p> <ul style="list-style-type: none"> • Academic Counseling • Assemblies & Class Presentations of available programs • Referrals to Academic Programs • Peer Mediation • Crisis Intervention/ Counseling • Referral to Mt. Sinai Clinic Plus Mental Health Clinic • Credit Recovery • Referral to Vocational Programs • Referral to appropriate alternative placement • Student/Teacher Conference • Family Outreach 	<ol style="list-style-type: none"> 1. Individual and small group counseling to provide students with transcripts, promotion and graduation requirements, and transcript audit form; teach them how to read, understand, and audit transcript. 2. Keep students informed of and encourage them to participate in a variety of academic and extra-curricular enrichment programs, such as Double Discovery of Columbia University, East Harlem Tutorial Program, Girls, Inc., etc. 3. Match students with enrichment and support programs based on their academic and social needs. 4. Facilitate mediation between students to help resolve conflict. 5. Counsel students struggling with a variety of social/emotional problems that impact on their academic success. 6. Refer students who need more intensive psycho-social emotional support through individual and family therapy at our on-site mental health clinic. 7. Provide students with opportunity to recover credits through attending both PM School, Summer School and through staff advised Independent Study. 8. Refer students who struggle academically, but show ability and interest in Work Study programs as a way to keep these students engaged in learning and pursuing a high school diploma. 9. Assist students and their families in seeking a more appropriate school placement where student can receive academics in a more appropriate environment. 10. Have conference with a teacher and student who is having difficulty being successful in a specific class to facilitate a conversation whereas the student and teacher can express their needs and devise a course of action for improvement. 11. Contact and conference with parents both on the phone and face-to-face to discuss student's academic progress and possible supports available to student.
<p>At-risk Services Provided by the School Psychologist:</p> <ol style="list-style-type: none"> 1. Helps All Students 	<ol style="list-style-type: none"> 1. Including gifted students, underachievers and those with disabilities make the most from their educational experiences. 2. In students' emotional health or academic performance

<ol style="list-style-type: none"> 2. Identifies Problems 3. Solves Problems 4. Helps Schools and Families 5. Consults 6. Assesses 	<p>and in the way the school system meets students' needs.</p> <ol style="list-style-type: none"> 3. Through direct contact with parents, teachers and students, and recommends special programs or teaching methods. 4. Create classroom and home environments best suited to the needs of the students. 5. Talk with parents, teachers and school personnel about how to best help students learn and grow. 6. Students are observed in the classroom, interviewed and tested to check: <ul style="list-style-type: none"> * Academic achievement * Learning aptitudes * Social Skills * Self-help skills * Physical and motor development * Personality and emotional development * Vocational interests 7. Work directly with a student and/or family to help solve problems. Counseling, behavior management or other approaches may be used.
<p>At-risk Services Provided by the Social Worker:</p> <ol style="list-style-type: none"> 1. Attendance Outreach 2. Short-term Family Counseling 	<ol style="list-style-type: none"> 1. Contact parent/guardian of students who are absent or cut classes. 2. Outreach to families to determine/assess the underlying causes of students' maladaptive behaviors such as problems with attendance, poor behavior in classrooms or signs and symptoms of mental illness such as depression or anxiety. Social Worker will make the necessary referral to appropriate agency, mental health treatment, and/or other community-based organizations
<p>At-risk Health-related Services:</p> <ol style="list-style-type: none"> 1. Individual Counseling 2. Group Counseling 3. Family Counseling 4. Peer Mediation 5. Crisis Counseling 6. Assessment 7. Credit Recovery 8. Referral 9. Social/Cultural Activities 10. Community Organizations 11. Social Skills 12. Professional Consultation 13. Media Campaigns 14. Summer Programming 	<ol style="list-style-type: none"> 1. Service provided in accordance with an individualized service plan on a one to one basis, to those participants who meet the admission criteria as set forth in the prevention provider's admission/participation /discharge procedures. 2. Service provided in accordance with an individualized services plan to participants in ongoing groups dealing with specific problem and issues which contribute to patterns of behavior which are or could become dysfunctional 3. Counseling service which includes the parents or guardians, family members or significant others for the purpose for discussing alcohol, other drug use/abuse, or dysfunctional/potentially dysfunctional behavior that impacts adversely on the family system. 4. Facilitate mediation between students to help resolve conflict.

	<ol style="list-style-type: none"> 5. A short-term activity designed for persons in need for immediate assistance. Crisis contacts are limited to three ongoing contacts. 6. Evaluation of an individual's situation and /or behavior to determine the following: If the individual is at risk; the level of any actual involvement with alcohol and/or other drugs; and whether there is a need for admission to the program. 7. Provide students with opportunity to recover credits through PLATO, Summer School and through staff advised Independent Study. 8. A formal referral to an appropriate service for the purpose of assisting the participant and/or his/her significant others to access ancillary support services, specialized services and/or alcohol and substance abuse treatment services. 9. Activities organized by the provider which heighten cultural awareness and pride, including dances, parties and field trips to theatres and museums. The services in these programs enhance development of self-concept through creative self-expression. 10. Activities designed to unify various systems in the community (law enforcement, human service agencies, schools, businesses, parents, and clergy etc.) to coordinate efforts towards delivery of consistent prevention messages and programs. 11. Time limited with a minimum of twelve sessions provided at an intensity level of at least one time per week with specific focus on social skills training, which is based on social learning theory. It is recommended that structured and researched social skills curricula, that have been shown to produce beneficial results, be utilized in applying this prevention strategy. 12. The provision of information to teachers and/or professional agency staff (internal or external) for the purpose of facilitating the delivery of comprehensive prevention services to an individual or group. This activity can also refer to providing assistance to schools, agencies, or workplaces regarding the establishment of sound research-based prevention services. 13. Use of various media formats to deliver prevention messages which complement other prevention activities in the community. 14. Summer activities related to building stronger social skills, life skills, and learning more about drug/alcohol prevention.
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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.

Language Allocation Policy
2010-2011 School Year

Please see separate LAP attachment using new template

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.

No Title III eligibility for the 2010-2011 school year

- 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.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Using the results of the home language survey data recorded in ATS, the school has assessed whether it is reaching all of the families with written school information that is in their own language. Teachers also have informal surveys at the start of each school year to know what languages are spoken in the homes of their students.

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.

The data (RAPL report) tell us that of our current students, the school has 291 Spanish speaking parents, 12 Bengali speaking parents, 3 Chinese speaking parents, 2 Mandarin speaking parents, 1 Arabic speaking parent, 2 Mandinka speaking parents, 3 Tibetan speaking parents, 4 French Haitian Creole speaking parents, and 1 Samoan speaking parent.

English and Spanish are the two home languages that more than 10% of CPEHS's student population speaks at home.

Part B: Strategies and Activities

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

The school has the capacity in house to provide written language translation services to Spanish speaking parents and community members. Other communication is taken from the Department of ESL Services online, which has translations of formal documents readily available in a multitude of languages. For any other written translation, the school sends out what is needed to the Translation and Interpretation Unit to translate and return.

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.

The school has the capacity in house to provide oral language translation in Spanish, Polish and Russian. The school does not have other Staff members that speak the other languages. Oral Translations are provided by the following Staff members.

Staff Member	Title	Language
Sherry Lisbon	Parent Coordinator	Spanish
Vilma Miranda	Social Worker	Spanish
Elsie Matos	School Aide	Spanish
Jose Burgos	School Aide	Spanish
Amy Paskal	Guidance Counselor	Spanish
Melissa Fleming	Teacher	Spanish
Franco Muzzio	Teacher	Spanish
Kelly Morrison	Teacher	Spanish
Mayra Messi	Assistant Principal	Spanish
Sheila St. Louise	Paraprofessional	French, Haitian Creole

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>.
 - a. The school will have each child fill out a home language survey within thirty days of enrollment
 - b. The Home Language Records will be maintained in ATS
 - c. Based on the results of the HLS, the school will send home notification in the covered language of their rights to translation and interpretation services and how to obtain these services.

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:	\$232,203.00	\$92,763.00	\$324,966.00
12. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,322.00	\$928.00	\$3,250.00
2. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,610.00	*	
3. Enter the anticipated 10% set-aside for Professional Development:	\$23,220.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

Parent Involvement Policy:

We at Central Park East High School (CPEHS) realize that parents need a room/space where parents can network with other parents, be provided with training, attend regular workshops and receive resources/information. With this in mind, the Parent Resource Center was created to foster programs that will support families to guide their children's learning during their High School years. The Parent Resource Center is fully equipped with three working computers and laser and color printers. There is a library of resources, from literature, books, magazines, video tapes and audio CDs on topics from supporting your child to be a successful, strong individual to a responsible adult. Community Based Organizations (CBO's) provide a host of workshops, information sessions, training on life skills, supporting your child in making transitions, navigating the school system and many more ways on how to be an involved parent in your child's education.

Central Park East High School encourages participation of parents through an active parent volunteer program known as Learning Leaders. Learning Leaders provides an intensive three (3) day training and equips parents to foster their child's education. Parents volunteer in classrooms, trips, offices and in the Parent Resource Center. Other avenues where parents' participation is encouraged is through asking parents to become equal partners by becoming members on the School Leadership Team and Parent Teacher Association. CPEHS Parent Teacher Association also has a Title I subcommittee. All parents of Title 1 participating students are eligible to join. The Title I committee must be consulted regarding the use of Title I funds in the school and must be involved in the development of the school's Title I Parent Involvement Policy and Parent School compact.

In order to build an effective home-school partnership, Central Park East High School will provide the following:

1. Annual distribution of the Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and continue to be a life long learner.
2. A flexible number of PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.
3. A schedule for PTA meetings where parents can network, support and become empowered on how to navigate the New York City Public School System
4. Hold annual events for parents: End of the year appreciation ceremony, parent volunteer week, senior parent luncheon, mothers day luncheon raffle, Annual Breakfast with the Principal
5. Hold annual events for parents and teachers: Parent Teacher conferences, Annual Unity Luncheon, End of the year field trip, Holiday Breakfast.
6. A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
7. Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports. Newsletters from Parent Coordinator and School newsletter will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
8. A school-parent compact designed by parents and school staff that outlines how parents, school staff and students share the responsibility for improving learning.
9. Twice a year (Fall and Spring), a survey for all parents shall be conducted by the Parent coordinator and PTA executive board to collect opinions and concerns of parents about the current programs and to collect suggestions for improvement and topics for meetings that meet the needs of parents.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. Parents and community member are welcome at Central Park East High School. Also listed below is a list of workshops that will be provided for parent participation at the school level or through one of our Community Based Organizations, based on parent selections on previous surveys:

- Gang awareness
- Health related topics, e.g. adult and childhood asthma, diabetes, adult and childhood mental illness
- Anger and stress management
- Communications skills between parents and educators
- ESL classes (FREE)
- Computer classes (FREE)

1. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team and the Principal. This policy was adopted by **Central Park East High School** on **October 2010** and will be in effect for the period of **school year 2010-2011**. This school will distribute this policy to all parents of participating Title I, Part A children on or before **November 2010**.

School-Parent Compact

Central Park East High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the

means by which CPEHS and the parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

Central Park East High School:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. The school will provide high quality curriculum and instruction by only hiring highly qualified teachers that meet NCLB Title 1 requirements. The school will then, in a collaborative fashion, put together an academic program that meets or exceeds all mandated time requirements for the four core academic classes. Along with this, every student will be assigned to a Study Hall class that will promote a supportive environment in which our students will be provided with academic support in a small group setting with a student to teacher ratio of 10:1 to assist them in their path to high school. Curriculum and instruction will be of high quality and designed by staff in a collaborative fashion and with the guidance of in house professional development, regional resources, and privately contracted educational entities, to ensure that instruction is differentiated to meet the varied skill levels of the students.
2. Provide parents with frequent reports on their children's progress. Specifically, this school will provide reports as follows:
 - a. The school will provide parents with school-wide progress reports three times per semester for a total of six times per year. In addition, parent teacher conferences held twice per year during assigned date, as set forth in the NYC DOE school calendar.
 - b. Individual classroom teachers will provide a detailed progress report to each student at least 1 week before the end of each marking period and contact parents if a student is not being academically successful.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Central Park East High School teachers are available to parents on an as needed basis by phone or for in-school conferences.
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. This opportunity is always available to parents per advance agreement between parent and teacher and administration.
5. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- a. This is accomplished through parental involvement in the SLT and PTA. The PTA will hold meetings to revisit the school parent compact and discuss what progress is being made and whether the compact contract has to be modified.
- 6 Involve parents in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing and timely way.
 - a. This is accomplished through parental involvement in the SLT and PTA.
- 7 Hold an annual meeting to inform parents of this school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. This school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. This school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- 8 Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- 9 Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of this school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- 10 On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. This school will respond to any such suggestions as soon as practicably possible.
- 11 Provide to each parent an individual student report about the performance of their child on the Regents exams, periodic instructionally targeted assessment, and predictive assessments in Math and ELA as applicable.
- 12 Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch, video games, texting, web surfing for entertainment purposes.
- Volunteering in my child's classroom and/or other classrooms.
- Attend College Readiness field trips in the 9th grade through 12th grade.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child’s education, academic progress, and behavior in the school building.
- Communicating with this school by promptly reading all notices from this school or this school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on this school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, this school Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when necessary.
- Read at least 30 minutes every day outside of school time.
- Give to my parents all notices and information received by me from my school.
- Engage in extra-curricular activities, such as clubs, sports, or student government.
- Promote a positive tone within the school building through words and actions.
- Will not engage in physically destructive acts such as graffiti writing or destroying school property.
- Attend all after school and Saturday Regents Prep sessions offered by the school if applicable. Participate in services provided by school of Community based organizations to receive academic tutoring and/or test preparation.

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 School-wide 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.

Please refer to the Comprehensive Needs Assessment in Section 4 pages 11-22

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Please refer to the Comprehensive Needs Assessment in Section 4 pages 11-22 and Appendix #1 Part B pages 31-37

- 3. Instruction by highly qualified staff.

Is 100% for the 2010-2011 school year.

- 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.

Please refer to Section 6 Action Plan for comprehensive school-wide goals number one through number four.

- 5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Please refer to Appendix 4 pages 41-52

- 6. Strategies to increase parental involvement through means such as family literacy services.

Please see Appendix 4 Part B Parent Involvement Policy on pages 42-48

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

Not applicable

- 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The school has a fully functional teacher-led professional development team that meets separately and with the school's Data Inquiry Team that analyzes data and uses information to formulate plans for the implementation of school-wide instructional initiatives and assessments.

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.

Please refer to the Comprehensive Needs Assessment in Section 4 pages 11-22 and Appendix #1 Part B pages 31-37

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.

Please refer to Appendix 1 Part B on pages 31-37

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" ¹ 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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	Page #(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal	✓			\$232,203.00	✓	Entire Document
Title I, Part A (ARRA)	Federal	✓			\$92,763.00	✓	Entire Document
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	✓			\$70,992.00	✓	Entire Document
Tax Levy	Local	✓			\$2,316,925.00	✓	Entire Document

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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: _____ **SURR³ 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.

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.

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

APPENDIX 7: 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>

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.)

We currently have 9 students listed as STH on our roster.

2. Please describe the services you are planning to provide to the STH population.

The following services are provided to all our students, but greater emphasis is made to those students that we recognize that have the added stress of home instability. A full fare metro card is immediately issued to them, they are encouraged to participate in the universal free breakfast and lunch program, and most importantly, counselors screen them carefully to assure that if needed, supportive counseling is provided to them so they have an opportunity to verbalize any additional distress or anxiety they are experiencing due to the added pressure of living in a temporary setting. Additionally, their classroom teachers and the guidance staff promote all of our after school programs, including academic enrichment, clubs and sports programs in order to provide them with extended day opportunities and added structure in their lives. We also make Title 1 money available for school supplies and emergency situations if necessary and/or requested from the family.

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

School Name:	Central Park East High School					
District:	4	DBN:	04M555	School		310400011555

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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		89.5	90.7	92.0
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	112	99	152				
Grade 10	115	127	110				
Grade 11	51	61	92				
Grade 12	50	45	50				
Ungraded	0	0	0				
Total	328	332	404				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	96.2	96.4	95.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	73.7	80.1	80.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	4	8	14

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	6	7	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	0	0	Principal Suspensions	114	49	21
# in Collaborative Team Teaching (CTT) Classes	25	31	45	Superintendent Suspensions	24	11	4
Number all others	32	16	12				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	34	20	TBD	Number of Teachers	22	24	27
# ELLs with IEPs	1	3	TBD	Number of Administrators and Other Professionals	8	9	8

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	1	3

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	12	22	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	60.9	50.0	51.9
				% more than 5 years teaching anywhere	34.8	34.6	40.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	74.0	69.0	88.9
American Indian or Alaska Native	0.3	0.0	0.5	% core classes taught by "highly qualified" teachers	94.4	94.7	96.1
Black or African American	35.7	31.9	29.0				
Hispanic or Latino	57.0	58.4	62.6				
Asian or Native Hawaiian/Other Pacific	3.7	4.8	5.7				
White	3.0	2.1	1.5				
Male	46.6	44.0	33.7				
Female	53.4	56.0	66.3				

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

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated 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:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	
Science:		Graduation Rate:	X

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students				X		X	58
Ethnicity							

American Indian or Alaska Native						
Black or African American				-		-
Hispanic or Latino				v		
Asian or Native Hawaiian/Other Pacific Islander				-		-
White				-		-
Multiracial						
Students with Disabilities				-		-
Limited English Proficient				-		-
Economically Disadvantaged				X		
Student groups making				1		0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	72.3	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	12.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	10.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	47					
<i>(Comprises 60% of the</i>						
Additional Credit:	1.5					

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE				
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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN #108 Cluster 1	District 04	School Number 555	School Name Central Park East HS
Principal Bennett Lieberman		Assistant Principal Mayra Messi	
Coach n/a		Coach n/a	
Teacher/Subject Area Kelly Morrison/ESL		Guidance Counselor Amy Paskal	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Sherry Lisbon	
Related Service Provider		Other Louise Montgomery, Data Inq. S	
Network Leader Sumita Kaufhold		Other	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	407	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	4.67%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

CPEHS ensures that parents understand all three program choices when students are interviewed at CPEHS. When a student enters CPEHS and the New York City Public School System for the first time, they are given a Home Language Survey by our certified ESL teacher to see if a language other than English is listed as the one spoken at home. If a language other than English is spoken at home, the student is administered the LAB-R by the certified ESL teacher. If the student does not pass the cut-score, the student is then considered entitled and given appropriate ESL services. Past trends on parent choice cannot be analyzed, as all ELLs have entered CPEHS through a selective process in which they have chosen CPEHS—with the understanding that a free-standing ESL program is offered.

Central Park East High School has a stand alone ESL program. There is no Transitional Bilingual Program and no Dual-Language Program. Parent Surveys, Program Section forms, and the information provided by the central enrollment office indicate that parents have elected to place their students in a stand-alone ESL Program. In the fall semester, parents are introduced to the program choices at an ELL parent meeting, and option letters are distributed at the beginning of each year. Parents are also encouraged and advised to attend parent conferences throughout the year. In addition, ELL parents are contacted by the Parent Coordinator, Sherry Lisbon and by the ESL Coordinator, Kelly Morrison (both bi-lingual Spanish / English), to discuss the educational options for their child. And finally, we distribute invitations issued by our community partner East Harlem Tutorial Program to parents of ELL's as well as the other parents in the school for a free seat in an adult ESL class.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- K 1 2 3 4 5
 6 7 8 9 10 11 12

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In										1				1
Total	0	0	0	0	0	0	0	0	0	2	1	1	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving	10	Special Education	3

		service 0-3 years)			
SIFE	7	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	3

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	5	2	6	1	0	3	1	1	19
Total	10	5	2	6	1	0	3	1	1	19

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	2	4	1	13
Chinese														0
Russian														0
Bengali											1		2	3
Urdu														0
Arabic														0
Haitian													1	1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
TOTAL	0	0	0	0	0	0	0	0	0	7	4	4	4	19

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

All ELLs at CPEHS receive their entitled services based on the CR Part 154.

Beginner, Intermediate, and Advanced students are placed in an appropriate level stand-alone ESL class, which meets 5 periods each week for a total of 265 minutes. All Beginner ELLs will also receive 265 minutes of English Language Arts and Acquisition Instruction in a Read 180 Class per week, ESL push-in support 5 periods per week for a total of 265 minutes and an additional 150 minutes per week of "Study Hall" with the ESL teacher which makes for a total of 945 minutes of self-contained and inclusion ESL instruction. All Intermediate ELLs will also receive an additional 265 minutes of ESL push-in support 5 periods per week or 265 minutes per week of English Language Arts and Acquisition Instruction in a Read 180 Class per week, and 150 minutes per week of "Study Hall" with the ESL teacher which makes for a total of 680 minutes.

ELL's with special needs will be appropriately placed into CTT and SETSS program classes as per their IEP recommendations.

ELL's reaching proficiency on the NYSESLAT will be mainstreamed into ELA classes and given the option of 1 year of additional self-contained ESL instruction. These students will also engage in the same academic instruction as all other mainstream students as defined by the school's English Department staff.

The language levels of the 20 ESL students are as follows:

1	Beginner
8	Intermediate
11	Advanced

Of the entitled ELLs, seven (7) students have received services for three years or less; seven (7) students have received services for four-to-six years; and seven are considered Long-Term ELLs. CPEHS has seven (7) SIFE students (1 Beginner, 3 Intermediate, and 2 Advanced). Of the entitled ELLs, three (3) are receiving services per their IEP's.

According to the students' Home Language Surveys, in the 9th grade there are two (2) students whose L1 is Spanish, and one (1) whose L1 is Malinke; in the 10th grade, there are nine (9) students whose L1 is Spanish; in the 11th grade there two (2) students whose L1 is Spanish and two (2) students whose L1 is Bengali; in the 12th grade there are two (2) students whose L1 is Spanish, one (1) student whose L1 is Hungarian, and one (1) students whose L1 is French/Haitian Creole. All of these students are in CPEHS's free-standing ESL program, whether they are entitled to services or receiving on-going, transitional support.

The majority of the students are strong in listening and speaking categories, scoring mainly in the proficient and advanced levels, with the exception of one (1) 9th grade student who also is learning disabled, and a SIFE student with only 1 year of service, who scores in the intermediate range. The majority of students continue to show more weakness in reading and writing, with approximately half scoring in the intermediate level and half in the advanced level. Though all modalities are used in instruction, academic emphasis is placed on reading

comprehension, grammar, sentence structure, vocabulary, and writing skills. These students have acquired basic BICS (Basic Interpersonal Communication Skills), yet are very weak in academic cognition, or CALP (Cognitive Academic Language Proficiency).

All students receive daily self-contained ESL instruction, and all 9th graders are mandated for Extended Time Study Hall with the ESL teacher.

Instructional materials reflect various language and literacy skills, reinforced with differentiated instruction ranging in all grade levels. Each unit and lessons within the units are comprised of content and cultural issues pertinent to the material being presented. Visualization, scaffolding, modeling strategies, and differentiated instruction are all instructional tools that are intertwined and incorporated into all unit studies as well as daily lesson plans. Materials that are implemented in the classroom reflecting various levels of literacy and language ability - from beginners to advanced level and from newcomers to long term ESL students include the following and are differentiated accordingly:

Impact: 50 Short Stories	Holt, Rinehart & Winston
Synonyms	Remedia Publications
Homonyms	Remedia Publications
Antonyms	Remedia Publications
Plurals & Possessives	Remedia Publications
Building Spelling Skills	Evan-Moor Corp
Writing for Standardized Tests	Sadler-Oxford
Best Plays	Jamestown Publishers
Writing Skills problem Solver	Jossey-Bass
Holes	Louis Sachar
Of Mice & Men	John Steinbeck
Speak	Laurie Halson
Lord of the Flies	William Golding

Along with these materials, ESL students will also use Scholastic's Read 180, a software based remedial instructional reading curriculum that is utilized with our ELL students. The Read 180 students work in their own R-books to focus on grammar, reading comprehension and vocabulary. Specifically, Read 180 provides these major instructional tools for teachers:

- Pre-teaching to improve instruction: Read 180 scaffolds student learning by presenting background content information and vocabulary before students begin to read. Anchor videos provide striving readers with mental models on which to build their learning. The pre-teaching of vocabulary words ensures students will not miss entire passages for lacking a few critical words. Finally, ELL'S, and all striving readers are supported through the narrow reading passages. Groupings of increasingly difficult texts on the same topic help students build on knowledge to successfully access more difficult texts. These groupings also present recursive vocabulary helping students gain mastery.
- Instructional routines that promote active participation of ELL's: The r-book features routines that promote active participation of ELL's. Dr. Kate Kinsella, one of the most researched and respected practitioners in the ELL world developed many of these routines.
- Differentiated support targeted specifically for ELL's: The Read 180 instructional software program provides direct support in Cantonese, Haitian, Creole, Hmong, Spanish, and Vietnamese. In each of these five languages there are summaries of Anchor Videos, as well as translations of vocabulary words. Other embedded supports include the adjustment of reading speed for each student, text captioning, and button rollover.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

12 of the 20 ELL students are 9th & 10th graders. The majority of 11th and 12th ESL students who are Advanced on the NYSESLAT, still need to pass the ELA Regents. NLA will be reinforced using dictionaries in ELL's primary language. A specific focus on essay writing and reading comprehension skills to build the necessary skills for success on the ELA Regents has also been developed and implemented. Dictionaries and glossaries are available in all content area classes for ESL students.

All content areas integrate the four modalities (listening, speaking, reading and writing) while engaging students with contextualized input that encourages critical thinking that serves a purpose in the real world.

ELLs are given support in learning content and academic language by having them focus on vocabulary development, use adapted materials, and receive instruction in small groups. CPEHS has extensive classroom libraries with books to serve all levels; there is also a computer lab in which CPEHS students are encouraged to make use of internet resources.

English is the language of instruction in all content-area classes except for Heritage Spanish, which is offered to 10th and 11th grade students whose native language is Spanish. The ELLs are engaged in a standards-based curriculum that's meant to strengthen their integrated skills while also helping them develop the higher-order thinking skills they need in order to pass standardized tests in the content areas.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development takes many forms for the ESL teacher as well as the entire general education and special education staff. The ESL teacher attends inter-visitations, SSO and district professional trainings and works closely with the ELL Instructional Support Liaison who makes regular visits to the school to observe and offer additional support. The ESL teacher will also attend full and half day professional development as directed by the principal. In turn, the ESL teacher and AP Supervision will complete a minimum of two professional development sessions for the entire staff during regular scheduled afternoon professional development sessions which will focus on ESL instructional issues that all teachers face in their classrooms. Additionally, the professional development that CPEHS teachers participate in on a weekly basis addresses not only the issues of the four modalities, but also of the development of critical thinking skills in every subject area. Teachers share student work in order to assess and re-assess the amount of academic rigor and project-based learning that goes into

any given unit, and all teachers at each grade level have team meetings once a week to plan and discuss student progress. The ESL teacher meets with the grade team leaders once a week to discuss issues pertaining to the ELLs.

Assessments will be given at:

- 1- The beginning of the year with Pearson and Acuity.
- 2- The middle of the 1st semester
- 3- The end of the 1st semester
- 3- The middle of the second semester
- 4- The end of the year, before the NYSESLAT exams

The assessments will be used to aid instructional and placement decisions. Students who are not passing, or not progressing in content areas will be offered additional support through PM school, AIS periods, one-on-one after school instruction, as well as Title III After-School Instruction.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

The families of ELLs at CPEHS are included in the school community through CPEHS' monthly Parent-Teacher Association meetings; school information that is accessible on the school website, regular contact between our ESL teacher, bilingual guidance counselor, bilingual school social worker and parents; and translated material sent home in high-incidence languages. Additionally, we conduct parent workshops for our parents of ELLs to provide results of both previous NYSESLAT Exams, as well as ELL Periodic Assessments. We will empower our ELL parents with the knowledge and skills needed to support and help their children succeed on the NYSESLAT exam, Regents exams and course work, inform the parents on how to interpret the NYSESLAT exam results, and how to continue to aid their child's success in their English Language Proficiency. These workshops will be presented by two teachers of ELL's. Parents will be provided light refreshments, translation services, and flyers/letters in their native language. A main component in all workshops will be to give the parents essential vocabulary to aid in their child's success at school. We review with parents how to understand the results and provide them with specific ways in which they can support students' language development at home. Additionally, we provide workshops for parents to learn how to access ARIS data on their child and understand all of the information provided. We have a Parent Resource Center where parents are invited to visit whenever they can during the day to utilize the computers and internet access.

At CPEHS, the parent coordinator, social worker, and bilingual guidance counselor and Assistant Principal, Supervision of ESL offer resources in high-incidence languages.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										1	1	3	1	6
Advanced (A)										5	3	1	3	12
Total	0	0	0	0	0	0	0	0	0	7	4	4	4	19

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										1	0	0	0
	I										0	1	1	1
	A										2	1	2	3
	P										4	2	1	0
READING/ WRITING	B										0	0	0	0
	I										2	1	3	1
	A										5	3	1	0
	P										0	0	0	3

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
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	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	11		6	
Math <u>Int. Algeb</u>	8		3	
Math <u>Geometry</u>	1		1	
Biology	0		0	
Chemistry	0		0	
Earth Science	0		0	
Living Environment	10		4	
Physics	0		0	
Global History and Geography	5		1	
US History and Government	7		5	
Foreign Language	0		0	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

According to LAP worksheet data, all of CPEHS ELLs need to improve on Reading and Writing the most; therefore, the ESL teacher coordinates with the content-area teachers to ensure that the ELLs are receiving extra literacy support every week. The teachers of ELLs have access to the latest LAB-R, NYSESLAT, and Pearson ELL Periodic Assessment scores and are aware if a student is having trouble in one particular modality.

Based on last year's Regents Exam data, six (6) out of the eleven (11) ELL students (55%) that took the English Regents Exam passed that exam with a 65% or higher. Five (5) out of the seven (7) ELL students (71%) that took the US History Regents Exam passed that exam with a 65% or higher, one (1) out of (1) student (100%) that took the Geometry Regents passed with a 65% or higher. For students who did not successfully attain a 65% or higher on Regents exams, they are provided additional test preparation during the school day 5x per week.

Students who have achieved proficiency in English (based on a proficient score on the NYSESLAT) are offered transitional support at CPEHS, usually in the form of continued literacy instruction, as these students tend to still struggle some in Reading and Writing. For these students, the ESL teacher communicates with the content-area teachers to assess how much and what kind of support the student needs—usually in the form of deductive, contextualized grammar lessons and writing assistance. In order to support Special Education students, the ESL teacher works collaboratively with the Special Education teacher as well as the students' content-area teachers.

In order to provide necessary support to our SIFE students, the ESL teacher provides services using a combination of a pull-out and a push-in program to minimize the disruption to the student's schedule. The LAP team is prepared to meet the needs of a SIFE student by developing plans to meet that student's specific needs, which would include exit strategies. The push-in program would allow the ESL teacher to provide additional help and support to make the classroom material more accessible to the SIFE students. CPEHS also offers small-group instruction during the after-school ESL Program which a SIFE student would attend, deepening the level of support they would have.

After viewing the data, we have concluded that more reading and writing support is essential for our students' language acquisition and development and ultimately their academic achievement. We will continue to work on teaching through the four modalities in context-rich areas. The LAP team sees success in the time spent on planning and the discussions that occur during the team meetings. Teachers will be encouraged to attend district-wide and appropriate professional development opportunities that will help them raise the achievement levels of LEP/ELLs. Additionally, in-house sessions on adapting materials and incorporating ESL methodologies in content-area classes will be offered each term.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		*School has required signatures on file at school. It is impossible to cut and paste scanned signature page into this file.
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		
	Other		
	Other		

	Other		
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