



CENTRAL PARK EAST II

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

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SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Naomi Smith	*Principal or Designee	
Vanessa Miller	*UFT Chapter Chairperson or Designee	
Yhane Smith	*PA/PTA President or Designated Co-President	
Tuesday Brooks	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Julie Atwell	Member/Parent	
John Koruda	Member/Teacher	
Valerie Edwards	Member/ Teacher	
Stacey Willoughby	Member/ Parent	
Leslie Eaton	Member/ Parent	
	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.

Central Park East II (CPE II) serves 224 children in grades Pre-K through 5th. We are a collaborative community that works together to create a safe, caring, academically rigorous and joyful school environment for our children. Our small size allows us to know each child and family well. Students are included in the discussion and resolution of school issues, giving them a sense of responsibility for their learning and behavior. A positive school tone is accomplished through the philosophy of the Responsive Classroom, which includes a morning meeting where every child is individually welcomed each day and in which community-building activities are a daily event.

CPE II provides an enriched education to all students. In addition to quality instruction in all traditional academic subjects, all children at CPE II receive instruction in the arts, including visual arts, music, movement and dance. Assessment at CPE II is ongoing and provides teachers with the information they need to plan appropriately for each child. Our teachers are active participants in the "DYO" (Design Your Own) interim assessment initiative of the NYCDOE for both math and literacy.

Our collaboration with different CBOs provides consistent support to the richness of our curriculum. ArtsConnection provides 4 weeks of dance instruction to all students and weekly instruction to a core group. Through OPUS 118 we are able to provide violin instruction across grades for students interested in learning to play this instrument. Through Asphalt Green's Waterproofing program, all of our students in grades 2 and 3 receive swimming weekly swim instruction and all our pre-kindergarten, kindergarten and First graders go ice-skating throughout the winter. Fourth and fifth graders explore the environment through Operation Explore, which includes an overnight camping experience, and our 5th graders work with Manhattan Country School to evaluate books that exemplify the vision of Dr. Martin Luther King and participate in the selection of a book for the annual "Living the Dream" award.

CPE II is an inclusive community. Of our ten classrooms, three are official CTT classes, however all of our classes integrate children with special needs into the general school day.

As a community of learners, we continually build on our ability to know children well through ongoing professional development opportunities such as Per Dev (perceptual development), which provides teachers with the tools to observe children and know them in many ways. Our early childhood teachers are part of the DOE Work Sampling System pilot, which also helps us know and support children through classroom observations. As part of their ongoing development and sharing of practice, teachers voluntarily meet after school every Monday to

look at children's work across grades and across content areas. They engage in inquiry projects to reflect on their practice with a focus on impacting student learning.

Our goal is to support our children's growth into healthy, productive adults who work to make a difference their community, their country and the world. These goals are reflected in our strong health and wellness policy, as well as our Social Justice work.

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 type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input 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				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
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)
(As of October 31)	2007-08	2008-09	2009-10	2007-08
# in Trans. Bilingual Classes				2008-09
# in Dual Lang. Programs				2009-10
# receiving ESL services only				
# ELLs with IEPs				
<i>These students are included in the General and Special Education enrollment information above.</i>				
Overage Students: # entering students overage for grade				
(As of October 31)	2007-08	2008-09	2009-10	
Ethnicity and Gender: % of Enrollment				
(As of October 31)	2007-08	2008-09	2009-10	
American Indian or Alaska Native				
Black or African American				
Hispanic or Latino				
Asian or Native Hawaiian/Other Pacific Isl.				
White				
Multi-racial				
Male				
Female				

2009-10 TITLE I STATUS

<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input 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							
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		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		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?
-

ACADEMIC EXPECTATIONS, COMMUNICATION, ENGAGEMENT AND SAFETY & RESPECT all received high grades on the 2009/10 Learning Environment Survey Report, by parents. This is no accident, but part of a well-established process for planning a rich, engaging curriculum for all students and involving parents in the day-to-day functioning of the school. Our school received an "A" in the School Environment section of the 2009/10 Progress Report.

In addition, according to our last School Quality Review, "The school has made good progress since the last Quality Review, while strengthening its already good practice. It prepares the students well for the future both academically and emotionally. This is recognized and appreciated by parents who feel they are equal partners in the school. Very good communication systems are in place to keep parents informed about their children's achievements. There is an outstanding level of trust and respect between students and their teachers and staff and the principal. Parents are also effusive about the school, stating that their children attend "a public school with a private school feeling." Strong external partnerships are supportive of students academically and socially. At the center of everything that the school does is the total commitment of the staff to provide the students with a holistic education and the recognition that all students must be successful."

The staff and the SLT have reviewed our school reports, school data and the goals set forth in last year's CEP. We feel that our school is making steady progress toward improving student achievement and creating an amazing place for children and adults to be. We are continuing on the path set out in previous CEPs, with minor adjustments. We also recognized that the loss of our math specialist position, due to budget cuts, is a serious loss that will affect our ability to support our students in math.

In both ELA and Mathematics our standardized test scores have lagged behind many other schools, however, we have been moving ahead in both areas, as indicated by our Student Progress scores on our recent DOE progress report. We have gotten extra credit for exemplary gains among high needs students.

For the 06/07 school year 34.4% of our students in grades 3 – 5 scored at proficiency (Level 3 or 4). In 07/08 41.1% scored at proficiency and in 08/09, 56.6% scored at proficiency. Last year we said that "Our real challenge is to meet the needs of special education students who are assigned to our school, often in testing grades." This past year, out of 103 students who were tested, 48 had IEPs.

This past year, 73.2% of our students made at least 1 year of progress (up from 56% in 06/07 and 63.3% in 08/09), as measured by the ELA and 84% of the school's lowest 1/3 students made at least 1 year of progress.

In mathematics a review of our State Math data shows that 72.3% of our students scored at proficient or above in 08/09, which was up from 54.4% in 07/08 and from the 58.1% in 06/07. We had 73.2% of our students make over 1 years progress, with the 69.2% of the lowest 1/3 making at least a year's progress.

Over the last couple of years our schools has been able to improve its ELA and Mathematic instruction through increased Professional Development and use of DY0 interim assessment to inform teacher planning and support the development of targeted intervention.

In ELA, our school continued to use the Teachers College Reading and Writing project DY0 assessments, which allowed our school to look closely at student progress as demonstrated through movement through Independent Reading Levels. Several times a year we are able to look closely at which students are moving according to set benchmarks, and which students need targeted interventions, such as guided reading groups, word work and Wilson instruction.

In mathematics, we continued to use the DY0 interim assessment, which as been developed in partnership with Math in the City. The "implications" work around the DY0 math assessment has further strengthened teacher understanding of our students' math learning, improving planning and instruction.

Our school received an "A" in the student progress section of our school report card, validating the work we are doing in math and literacy. We also feel, however, that our students progress is also do to the work we are doing to further involve parents in the work of the school, as well as promoting enriched and differentiated instruction to students by supporting programs and providing staff with ways to know each child in many ways including different learning styles and needs and .maintaining and extending our caring, supportive, safe, healthy and joyful environment.

Barriers to improvement include several budget cuts over the last few years. Just this year we lost funding equal to a full time teaching position. This translated into the loss of a full time math specialist who had provided not only professional development for teachers, but direct instructional support for students. In addition, we lost our full time SETSS teacher, paraprofessional and school aide positions. We also do not have enough money for a full time school secretary.

We are also limited by our physical space. As a small school within a larger school, we have limited access to shared school wide spaces. For example, we are forced to have a very early lunch and recess, limiting morning instructional time. Some intervention work is limited during the school day because we don't have enough rooms to accommodate small group work.

CPE II is in good standing with the NY State accountability.

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: To deepen mathematics instruction by developing teachers' expertise in the effective utilization of "Big Ideas" in mathematics lessons.

- 100% of teachers will engage in professional development around **effective utilization of "Big Ideas" in mathematics lessons**.
- 75% of teachers will demonstrate the use of **"Big Ideas"** in observed lessons and walkthroughs
- 100% of classroom teachers will participate in at least one PD strand for math (lesson study, Math for All, Intensive Algebra, Early Grade Building Blocks study group) over the course of the school year..
- 75% of classrooms will reflect **"Big Ideas"** mathematical models to support mathematical understanding

Goal 2: To improve reading achievement by increasing the percentage of students who meet the June grade level benchmarks in reading.

Increase by 5% the number of K - 5 students who meet the June grade level benchmark in reading as measured by the TC DY0 assessment.

Goal 3: To promote school-wide practice that facilitates and supports enriched and differentiated instruction to students by supporting programs and providing staff with ways to know each child in many ways including different learning styles and needs. We will use continued high scores on responses to questions about engagement to promote student learning the 2008/09 Learning Environment Survey Report to measure success.

Our measureable objective is to decrease the percentage of parents selecting More or better enrichment programs to the School Environment survey question **"Which of the following improvements would you *most* like your school to make?" from 27% to 23%**

Goal 4: To maintain and extend our caring, supportive, safe, healthy and joyful environment On the School Environment Survey Question "There is an adult at the school whom my child trusts and can go to for help with a school problem." was raised from a 52% always response to a 67% always response. Our goal is to maintain this high response rate for a second year.

Goal 5: To deepen parent involvement in school, including parent understanding of the mathematics and literacy education of their children and continue to increase the number of parents participating in mathematics, literacy and other school workshops

25% of the parents will participate in mathematics and literacy workshops

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): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 1: To deepen mathematics instruction by developing teachers’ expertise in the effective utilization of “Big Ideas” in mathematics lessons.</p> <ul style="list-style-type: none"> • 100% of teachers will engage in professional development around effective utilization of “Big Ideas” in mathematics lessons . • 75% of teachers will demonstrate the use of “Big Ideas” in observed lessons and walkthroughs • 100% of classroom teachers will participate in at least one PD strand for math (lesson study, Math for All, Intensive Algebra, Early Grade Building Blocks study group) over the course of the school year.. • 75% of classrooms will reflect “Big Ideas” mathematical models to support mathematical understanding
<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"> • Allocate funding to hire an in-house math specialist one day a week • Allocate funding to participate in a network for math support for teachers • Align funding and provide scheduling to allow for full participation of all teachers to participate in lesson studies, Math for All, Intensive Algebra, Building Blocks. • Provide professional development in the use and understanding of “Big Ideas” as developed by Randall Charles, DMI (Developing Mathematical Ideas) and other related topics. • Meet with teachers and the math specialist to review how “Big Ideas” in mathematics are being brought forward in lesson planning and implementation. • Provide time for inter-visitation Provide common planning time for teachers and specialist to meet plan effective math instruction for classrooms, across grades and across the school. (principal) • Provide a series of math workshops for parents to help them support students learning needs at home. (Math specialist, teachers, principal, SLT, Parent Coordinator) • Provide PD for all 2nd and 3rd grade teachers and support staff in ST Math • Set up a 24 computer lab so that all 2nd and 3rd grade student can complete two 45

	minute periods a week on ST (Spatial Temporal) Math.
<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"> • Allocate money to support our participation in a network of schools to support ongoing math PD. (principal, SLT) (Tax Levy) • Allocate money to provide per diem coverage for teachers participating in full day math professional development, such as DMI courses. (principal, SLT) • Allocate per session funding to support teachers participation in after school professional development, math DYO work and math Inquiry team. (principal, SLT) • Allocate per session funding to support before and after school intervention for students needed additional support. (Children's First and PAN grant funding) • Align funding and scheduling to allow for full participation in lesson studies by all classroom teachers. (principal, SLT) (Tax Levy and Children's First Inquiry Team Funding) • Allocate money for full participation in the Math In the City math DYO. (principal, SLT) DYO Funds • Allocate funding to support 24 computer lab in library (principal, SLT, Inquiry funds, grants)
<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"> • Teacher lesson plans/unit plans are evidently planned around effective utilization of "Big Ideas" in mathematics • Teacher observations and walkthroughs reveal incorporated utilization of "Big Ideas" in mathematics • Teacher observations and walkthroughs reflect the use of "Big Ideas" mathematical models in classrooms • Conferences with teachers reflect their use of the lens "Big Ideas" when assessing student progress. • PD attendance lists



SECTION VI: ACTION PLAN

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 2: To improve reading achievement by increasing the percentage of students who meet the June grade level benchmarks in reading.</p> <p>Increase by 5% the number of K - 5 students who meet the June grade level benchmark in reading as measured by the TC DY0 assessment.</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>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding</p> <ul style="list-style-type: none"> • Reduce class size for literacy instruction in first, second and third grades • Formally assess all 1st -5th graders utilizing the TC Assessment Pro 4 times a year. • Allocate funding for a full time literacy coach. • Allocate funding for a full time literacy intervention specialist. • Allocate funds to purchase materials to support literacy instruction. • Provide professional development in the use and understanding of analyzing of TC Assessment Pro data and its use in informing instruction. • Provide professional development in the use of Guided Reading • Meet with teachers and the literacy specialists to review how use of data from TC Assessment Pro is being brought forward in lesson planning and implementation. • Schedule common preparation periods • Provide time for inter-visitation • Plan literacy instruction for classrooms, across grades and across the school . • Create time to allow for full participation in literacy related professional development, including, but not limited to, full day workshops, after school opportunities and interclass visitations. • Each teacher will utilize the assessments to plan differentiated instruction, including enriched opportunities for those students who exceed the grade standard. (teachers, literacy specialists) • Increase staff capacity to deliver targeted literacy interventions (Wilson, Recipe for Reading, The <i>Fountas & Pinnell Leveled Literacy Intervention System</i> (LLI), etc.)

	<ul style="list-style-type: none"> • To provide time for teachers to look at trends in literacy development for all NCLB sub-groups and compare student progress on IRL assessments to State Standardized Assessments. (Principal) • Increase the number of guided reading groups and the number of staff members who are trained to implement guided reading. (Literacy specialist, paraprofessionals, teachers, student teachers) • Provide before school guided reading support for struggling First and Second graders • To provide PD and on site support for use of Linguistic Phonics instruction to support improved phonemic and phonetic awareness in early grade students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Use EGCSR funds to reduce class size in 1st grade. • To utilize CEIS funding to provide additional guided reading instruction before school (Principal, SLT) (CEIS funding) • Use American Recovery and Reinvestment Act (ARRA) funds to support Coordinated Early Intervening Services (CEIS) through which early grade teachers will receive intensive PD in the use of guided reading. • Allocate money for a full time literacy specialist (Principal, SLT) (Title I ARRA and Children’s First Tax Levy) • Allocate money for a full time literacy intervention specialist (Principal, SLT) (C4E funding) • Allocate funding to provide per-session payment to teachers for professional development, Inquiry and intervention work. (Principal, SLT) (Children’s First Inquiry Team Funding) • Allocate funding to provide Per-Diem coverage to allow teachers to attend full day literacy professional development. (Principal, SLT) • Allocate funding for a variety of professional development opportunities to support quality literacy instruction and targeted literacy intervention. (Principal, SLT) (Title I)

Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	We will utilize TC assessment pro to monitor student progress on TC Independent Reading Level Reading Benchmark assessments. Results of interim assessments will be matched with interim reading level targets. Intervention will be based on moving students toward target levels and beyond.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Enriched and Differentiated Instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 3: To promote school-wide practice that facilitates and supports enriched and differentiated instruction to students by supporting programs and providing staff with ways to know each child in many ways including different learning styles and needs. We will use continued high scores on responses to questions about engagement to promote student learning the 2009/10 Learning Environment Survey Report to measure success.</p> <p>Our measurable objective is to decrease the percentage of parents selecting More or better enrichment programs to the School Environment survey question “Which of the following improvements would you most like your school to make?“ from 27% to 23%</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"> • To provide every child with instruction in the arts, including, but not limited to, visual art, music, movement and dance. (Principal, SLT, arts teachers, ArtsConnection) • To provide the staff with professional development in strategies that allow them to know children in a variety of ways, including, but not limited to Per Dev, Work Sampling and Descriptive Review. (Principal, SLT, Per Dev staff,) • To provide additional enrichment opportunities to students in the arts, including, but not limited to violin, percussion and drama (OPUS 118, Speaking in Rhythms, Principal, Parent Coordinator) • To provide enrichment opportunities to all 2nd and 3rd graders in swim instruction • To provide enrichment opportunities for PreK, Kindergarten and 1st graders to develop ice-skating skills • To provide enrichment opportunities for 3rd, 4th and 5th graders in environmental education, including a 3-day camping experience. • To provide all students with multiple opportunities to work with a broad range of materials including, but not limited to, construction (block building, Legos, cardboard, clay), sewing, cooking, art mediums, and strategy games. • To provide additional opportunities in the arts and sports after school, including, but not

	<p>limited to track, soccer, basketball, art and dance.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • To allocate funding for professional development in Per Dev, Math for All, and Descriptive Review. (Principal, SLT) Title I funding • To allocate funding for a full time music and movement teacher (Principal, SLT) Tax Levy Funding • To allocate funding for a full time visual arts teacher (Principal, SLT) To allocate funding for staff support of after school opportunities in the arts for students (Principal, SLT) (Tax Levy One time Allocation) • To allocate funding for materials and equipment that support arts and sports programming (Principal, SLT) (Tax Levy Fair Student Funding) • To work with the Parents Association to find alternate funding sources to fund enrichment activities.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of responses to questions about engagement to promote student learning on the 2010/11 Learning Environment Survey Report</p>

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): School Environment

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 4: To maintain and extend our caring, supportive, safe, healthy and joyful environment On the School Environment Survey Question “There is an adult at the school whom my child trusts and can go to for help with a school problem.” was raised from a 52% always response to a 67% always response. Our goal is to maintain this high response rate for a second year.</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"> • To continue school-wide implementation of morning meeting and other elements of the Responsive Classroom program • To have all students create classroom rules through reflection on their Hopes and Dreams for the school year. • To maintain a “take a break” area for students in every classroom at CPE II which allows students to be reflective on their own behavior • To implement a staff developed sequence of events to support students in following school wide practices of cooperation and respect • To provide time for staff to reflect on, and modify if necessary, school wide practices to promote a caring, supportive, safe, healthy and joyful environment • To create a series of workshops for paraprofessionals on how to support children in the classroom • To maintain and extend our health and wellness policy that encourages good practices for lifelong healthy living including proper nutrition and active lifestyles. • To gather in a weekly Community Meeting in which students can share work and ideas across all grades and classes. • To have all 5th graders participate in the “Living the Dream” book award program • To maintain a school Health and Wellness committee

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Allocate money for resources and professional development on Responsive Classroom strategies • Allocate money for an annual Spring retreat to reflect on school wide policies and curriculum • To purchase resources to support staff created sequence of events to support students in following school wide practices of cooperation and respect (Tax Levy Fair Student Funding) • To allocate money for PD for paraprofessionals (Title I) • To create time during the week for our Community Meeting. • To provide time for staff members to implement the Living the Dream Program • To work with the Parents Association to find alternate funding sources to fund programs that support these goals.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of responses to questions about safety and respect, as well as engagement to promote student learning on the 2010/11 Learning Environment Survey Report</p>

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal 5: To deepen parent involvement in school, including parent understanding of the mathematics and literacy education of their children and continue to increase the number of parents participating in mathematics, literacy and other school workshops</p> <p>25% of the parents will participate in mathematics and literacy workshops</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"> • Continue a series of workshops that educate parents in developmentally appropriate mathematics and literacy instruction • To maintain a full time Parent Coordinator (Principal, SLT, Parent Coordinator) (Tax Levy Parent Coordinator Funding) • Use a system of class parents to reach out to the other parents in the class. (PA, Parent Coordinator) • Continue to develop multiple opportunities for the PA and teachers to engage in dialogue. (PA, Parent Coordinator, Teachers) • Providing support for families academically, socially and emotionally so that parents can be more involved in the child’s education and the school community (Principal, Parent Coordinator, Teachers, Guidance Counselor) • To hold an open house for parents in September to provide information on plans for the school year. (PA, Parent Coordinator, Teachers) • To distribute curriculum letters for all classrooms and specialist programs to parents in September. (Principal, Teachers) • To distribute a home/school communication folder to each child to promote home school contact. (Principal, Parent Coordinator, Teachers) • To distribute a weekly newsletter (CPE II Notes) to inform parents of school policy and

	<p>activities, opportunities to be involved in the school and opportunities for outside activities for families (Principal, Parent Coordinator)</p> <ul style="list-style-type: none"> • To create workshops around social/emotional issues that may arise, e.g. Sibling rivalry in the home; How to support your child during a time of emotional stress (SLT, Principal, Parent Coordinator, Teachers, Guidance Counselor) • Continue to hold social events that can draw in the whole spectrum of the CPEII community. (Principal, Parent Coordinator, SLT, PA) • Continue the school's long term planning work that engages parents and teachers in creating visions for school improvement. (Principal, Parent Coordinator, Teachers, SLT, PA) • To provide childcare and refreshments for all school sponsored parent events and workshops. (Principal, school staff, Parent Coordinator) • To hold a goal setting conference for each child in November (Teachers, principal, parent coordinator) • To hold 2 annual school wide celebrations (winter and spring) during which children can share their music creations with parents.(Music teacher, teachers, principal)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Allocate money for a full time Parent Coordinator (Principal, SLT) • Allocate per-session payment for teachers and guidance counselor to run academic, social and emotional workshops. • Allocate money for child-care and refreshments for all school sponsored parent events and workshops. • Allocate money for the purchase of home-school communication folders for every CPE II child. • Allocate money for the purchase of paper and other supplies to publicize all parent workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Review of grades for the Progress Report City Horizon Score in the area of communication from parents .</p> <p>Sign in sheets for parent workshops</p> <p>Signatures of parents on student logs</p>

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	2			
1	39		N/A	N/A	3			
2	35	35	N/A	N/A	3		1	
3	37	37	N/A	N/A	4			
4	24	24	30	12	5			
5	23	23	26	15	3		1	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>All these services are provided during the school day</p> <ul style="list-style-type: none"> · Guided reading (small group) · Works their Way (Small group) · Wilson (small group) · Recipe for Reading (small group) • Reading Recovery (one-on-one) • Additional classes are offered before and after school · Guided Reading before school (ARRA funds) · Reduced class size for literacy instruction in grades 2 and 3 (C4E funds) · Reduced class size in Kindergarten/First Grade classes (ECGR)
Mathematics:	<ul style="list-style-type: none"> • 4th grade math all students receive instruction in reduced class size groups • Math Navigator is used for targeted intervention in grades 3 – 5 • Self-checking interventions have been developed for children to work on independently • Spatial Temporal Math for all 2nd and 3rd graders and select 4th graders • Additional staff work with small groups of students who have not made grade intervention benchmarks
Science:	<p>All science is implemented through reducing class size in the 4th and 5th grades. Students are instructed in ½ class groupings. This allows our science specialist to target students who need additional support.</p>
Social Studies:	<p>Supplemental Social Studies is implemented through reducing class size in the in the 4th and 5th grades. Students are instructed in ½ class groupings. This allows our library/media specialist to target students who need additional support in social studies.</p>
At-risk Services Provided by the Guidance Counselor:	<p>For "at risk" counseling- small group and one to one counseling is provided once a week during school hours for 30 minutes.</p>

At-risk Services Provided by the School Psychologist:	We do not receive at-risk services from her.
At-risk Services Provided by the Social Worker:	From IPTAR, a CBO, 2 students receive counseling.
At-risk Health-related Services:	

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.

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	94,153	92,763	186,916
2. Enter the anticipated 1% set-aside for Parent Involvement:	941	927	1868
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	4713	*	
4. Enter the anticipated 10% set-aside for Professional Development:	9,425	*	

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.

CPE II Parent Involvement Policy
2010/2011

1. Each child at CPE II will be provided with a home/school communications folder, which will be carried daily to facilitate school communication with the family.
2. CPE II will publish a weekly school newsletter, *CPE II Notes*, featuring up-coming events, school news, minutes from the Parents Association, and information from the School Leadership Team.
3. Classroom teachers will regularly produce classroom letters discussing themes being studied in the particular classroom, projects and homework, including a curriculum letter at the beginning of the school year indicating the course of study for their child's class.
4. The Parent Coordinator will actively support parents.
5. 90% or more of parents/guardians will attend November and March family conferences.
6. In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
7. CPE II will host an orientation early in the school year to welcome families, articulate the school's philosophy of learning, and provide teachers with the opportunity to discuss with parents the year's curriculum and competencies to be developed, with 75% family attendance for this and other school-wide events such as concerts, etc.
8. The CPE II Parents Association will meet at least monthly and will include both evening and morning meeting times to accommodate the maximum number of parents. Childcare and refreshments will be provided.
9. The School Leadership Team will meet monthly.
10. A variety of workshops will be held to accommodate the needs of the parent body.
11. Childcare will be provided at all events related to parent involvement.

12. Periodic surveys will be issued to parents to obtain parent opinions on a variety of topics that will provide data to the SLT and the staff to use in planning.

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.

CPE II School-Parent Compact

Central Park East II agrees:

- to provide high quality curriculum and instruction.
- to provide ongoing communication between teacher and families through:
 - Weekly family newsletters ***CPE II Notes***
 - Reasonable access to staff
 - Opportunities to participate in and observe their child’s class
 - Family conferences
- to provide opportunities for parents to participate in school-wide activities.
- to provide opportunities for parents appropriate workshops
- to work together with the entire school community through the School Leadership Team to provide an optimal educational experience for children.
- to provide annual meeting for Title 1 parents to inform them of the Title 1 program at CPE II and their right to be involved. A flexible number of meetings at various times will be arranged to take into account parent needs.
- to actively involve parents in planning, reviewing and improving the Title 1 programs and parental involvement policies at CPE II.
- to provide parents with timely information about all programs.
- to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district and region education information.

CPEII Parents agree:

- to read the weekly CPEII Newsletter ***CPE II Notes***
- to check the home/school communications folder daily.
- to become involved in developing, implementing, evaluating and revising the school/parent involvement policy.

- to work daily with our children towards improving their schoolwork.
- to use or request assistance that the school or District may offer on child rearing practices and teaching/learning strategies.
- to monitor our children's attendance and timely arrival at school.
- to monitor our children's class work and homework, correspondence from the teacher or school and television watching.
- to share the responsibility for improving student achievement.
- to actively participate in the CPE II Parents Association.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
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. This was done by staff at an all-school retreat in May 2010 and updated in September by the entire staff. This information was then presented to the SLT for discussion and approval. However, since assessment is on-going, needs are re-assessed and plans are revised to meet student needs. Plans are discussed at monthly SLT meetings
2. Schoolwide reform strategies that:
 - a. Our school has extended the school day for 30 minutes for all students, allowing us to provide intervention for all during the school day. Students receive services such as Wilson, Recipe for Reading, Words Their Way and Math Navigator and F & P Leveled Literacy Intervention, without missing regular academic instruction.
 - b. We provide additional small group academic support before school and after school.
 - c. Provide enrichment for all students by implementing a daily work time period in which they will be able to explore a variety of topic and utilize a variety of materials.
 - d. Develop yearlong themes through which students learn content, strengthen academics and take trips that relate to these themes, to provide an enriched learning experience for all children.
 - e. At CPE II all students have access to a strong arts curriculum, including visual arts, music and dance. This allows all children to have many ways in which to excel.
 - f. Through our collaboration with our Principal for a Day, Dean of Education at NYU, Patricia Carey, our 5th graders are involved in an annual college tour and a college developed career awareness/preparation program
3. Instruction by highly qualified staff. CPE II has very little teacher turnover. All staff is provided with ongoing professional development.
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.

CPE II will have a full time literacy coach and a part time math specialist, both of who will provide on going professional development in their respective subject area. In addition, CPE II will allocate money to support our participation in a small network of schools to provide a variety of professional development opportunities in math, based on teacher need.

CPE II will also partner with the following organizations to provide ongoing professional development: Per Dev (Perceptual Development), Schoolwide Literacy, School's Attuned, Wilson Language Systems, New York City Department of Health.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. We have very limited turn over. We are able to maintain and attract highly qualified teachers. CPE II has a very low teacher turnover rate. In the past 2 years we have had a single new teacher. Because we are a selected site for NYC colleges with teacher education programs (Bank Street College, Teachers' College, Medgar Evers College, Queens College and Barnard College) we are able to fill our vacancies from a pool of student teachers that are high quality and highly qualified.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
Provide ongoing workshops for parents for parents of pre-kindergarten and kindergarten students
7. 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. Teachers will work to create assessments that will be used for ongoing assessment of students including, but not limited to the development of DYO assessments in literacy and math.
8. 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.
 - a. Utilize ongoing assessment to identify students who need additional support to master the proficient or advanced levels of the academic achievement.
 - b. Hold regular PPC meetings to discuss the needs of at-risk students.
 - c. Extend the school day by 30 minutes for all students
 - d. Provide students with extra support by having literacy and math support staff push into instructional periods, thus decreasing the teacher student ratio.
9. 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.

Work with community organizations to insure that the school program is integrated with other community agencies

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.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Central Park East II					
District:	4	DBN:	04M964	School		310400010964

DEMOGRAPHICS

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

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	18	20	18		94.1	94.0	95.0
Kindergarten	24	38	44				
Grade 1	31	31	36	Student Stability - % of Enrollment:			
Grade 2	24	35	37	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	29	24	38		91.6	96.1	99.0
Grade 4	39	35	23				
Grade 5	30	35	31	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		61.1	77.4	77.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	5	4
Grade 12	0	0	0				
Ungraded	1	0	0	Recent Immigrants - Total Number:			
Total	196	218	227	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	2	2

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	24	13	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	9	18	29	Superintendent Suspensions	1	0	0
Number all others	13	10	9				

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	0	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	Number of Teachers	20	20	21
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	10	2
# receiving ESL services only	0	13	TBD				
# ELLs with IEPs	1	2	TBD	Number of Educational Paraprofessionals	2	3	8

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

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	95.2
				% more than 2 years teaching in this school	85.0	90.0	81.0
				% more than 5 years teaching anywhere	65.0	75.0	90.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	90.0	85.0	90.5
American Indian or Alaska Native	1.5	0.5	0.9	% core classes taught by "highly qualified" teachers	97.0	100.0	95.2
Black or African American	54.1	49.1	43.6				
Hispanic or Latino	26.0	22.9	26.4				
Asian or Native Hawaiian/Other Pacific	1.5	2.3	3.1				
White	12.8	15.1	17.6				
Male	53.1	51.4	49.3				
Female	46.9	48.6	50.7				

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:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	40.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.3						

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 Cluster 1, CFN 102	District 04	School Number 964	School Name Central Park East II
Principal Naomi Smith		Assistant Principal N/A	
Coach Theresa Luongo		Coach N/A	
Teacher/Subject Area Donna Kim/ESL		Guidance Counselor Norma Maldonado	
Teacher/Subject Area Idaly Torres/Reading Specialis		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Saramit Morales	
Related Service Provider type here		Other type here	
Network Leader Alison Sheehan		Other Joseph Cassidy	

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	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	227	Total Number of ELLs	8	ELLs as Share of Total Student Population (%)	3.52%
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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.
- 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.)
 - 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.

Our LAP team is composed of the principal, Naomi Smith, the guidance counselor, Norma Maldonado, Theresa Luongo, Literacy Coach, as well as our Parent Coordinator, Saramit Morales and our ESL teacher.

Theresa Luongo, our literacy coach, who has both an administrative degree and a degree in TESOL, conducted the initial screening and administered the HLIS and the Lab-R. She also oversees our program for ELLs, including preparation for the NYSELAT.

Central Park East II is a small option school in Community School District Four, East Harlem. Of our 225 students, the majority come from East Harlem and surrounding communities, many from the current CSD 5, as well as the South Bronx. CPE II is committed to maintaining a racially, ethnically and economically diverse school population. We believe that children learn actively, and that the diversity of the student population helps children as they learn from each other. Although many of our children come from bi-lingual households, most of them come to school fluent in English. We currently have 8 ELLs at CPE II, which is 3.5% of our school population.

To initially identify students who may be ELLs the home language identification survey is administered to all newly admitted children. In addition, Lab-R is administered to all students who fit this qualification. This included an informal interview in English and the native language (where possible.)

When parents register their children we interview them using the DOE form for this purpose. If the child speaks a language other than English the principal meets with the family on the day of admission to inform them of the three programs available through the NYCDOE. This includes explaining the existing ESL option at our school and their right to a bilingual program, should that exist.

Entitlement Letters are provided to parents in accordance with DOE regulations.

ELLs are placed in our heterogeneous classes according to grade.

Parents apply to CPE II based on their knowledge of our program in general and on our program for ELLs in particular.

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% →</small>														0

75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	8		2								8
Total	8	0	2	0	0	0	0	0	0	0	8

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

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
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		2	2	1	1	1								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other					1									1
TOTAL	0	2	2	1	2	1	0	8						

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.

We have a total of 8 ELLs this year. Our yearly range is between 0 and 15. The largest group of our ELLs are newly admitted students to the NYCDOE who speak Spanish as a first language.

One student attended our school a few years ago, returned to the Dominican Republic for two years and now came back to the US along with 2 younger siblings. We also have a Somalian student who scored a level 4 on last years ELA, but did not test out of ESL on the NYSELAT.

Programming and Scheduling Information

Donna Kim, a certified ESL teacher, is providing the ESL instructional units to our ELLs as required by CR Part 154. In addition 2 teachers, who have masters degrees in TESOL, provide supplementary services to the ELLs to further support their growth and a reading specialist works with several ELLs who need extra support in this area.

ESL is provided in a small group pull out program. One beginners and one intermediate/advanced.

There are no Mandated Instructional Units

Classroom teacher provide support in all areas. ELL instruction is scaffolded to guarantee understanding.

Differentiated Instruction is given to ELLs through guided reading groups and individual work with our literacy specialist, who is bilingual Spanish/English. Math and literacy classes have 2 or more adults to support differentiation.

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

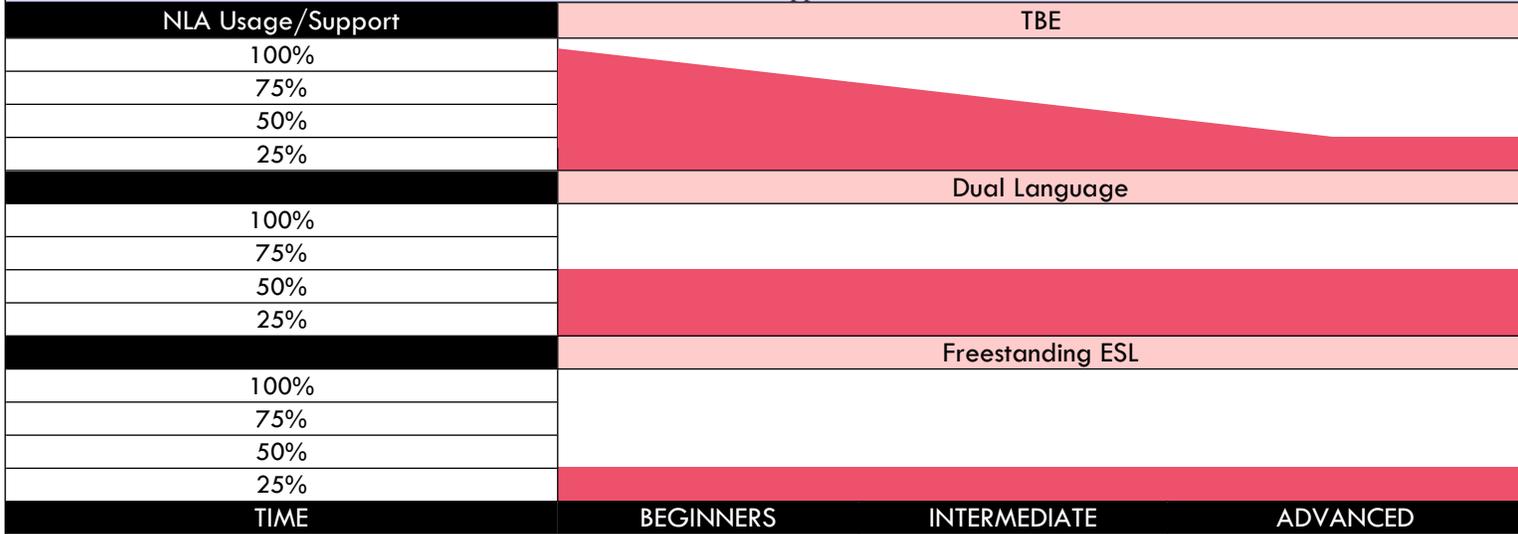
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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?

Our school librarian, who has a degree in TESOL, provides Social Studies instruction, as well as targeted instruction.

Our science teacher has open periods in which she provides targeted intervention in Science where needed.

Our literacy specialist and our literacy coach (TESOL Degree) push in to all classes to provide continued support for Former ELLs for 2 years.

We do not have discontinued or new Programs

All students participate in all activities in our school. Students are not segregated by any means including ELL status or academic ability.

Materials for all subjects are provided at a variety of reading levels to insure access to all children.

CPE II does not offer Native Language Support

Our bilingual (Spanish/English) Guidance Counselor provides support to parents and children.

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.

Our classroom teachers, as well as our art, music, math and science specialists receive mandated Professional Development in use of ESL methodology in order to best support ELLs in their general instruction. Professional Development is provided during 2 hours afterschool blocks on Monday afternoons. We have an inquiry group studying ways to improve targeted vocabulary instruction for ELLs. All teachers receive instruction in ELL methodology. Topics for staff development for the entire staff include the following: Strategies for content teachers/content-based teaching, ESL standards/ELL assessments including informal assessments, data-driven instruction, reading workshop using ESL strategies, and the role of the native language in second language acquisition.

As a small school we can meet with families individually to support the choice process and the transition to middle school.

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?

Parents play a very active role in CPE II. Although we have 15 ELLs, we only have 4 families where the parents do not speak English. All these families speak Spanish. Our Parent Coordinator and the school aide that works in the office, as well as many other school staff members are bilingual in Spanish and English. We provide oral and written translation for these families. We hold workshops in math and literacy and include work that can be done when parents do not speak English.

CPE II works with many CBOs including, but not limited to, ArtsConnection, Opus 118, Museo del Barrio, and Museum of the City of New York.

A variety of surveys are distributed each year to support parents. Survey's include, but are not limited to technology, workshop choice and opinions on our weekly newsletter.

At CPE II we have a variety of workshops, fundraisers, PA meetings, concerts, game nights, talent show, etc.

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)	0													0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

WRITING	I						1							
	A					1								
	P													

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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.

Students are carefully assessed and evaluated in an ongoing manner. An ELL whose English is limited is not referred for evaluation unless they have had many hours of targeted intervention and assessment in their Native Language to determine that their learning difficulties are not based on lack of knowledge of English.

Of the 3 students who took the NYSESLAT for 2 consecutive year, 1 has an IEPs and is, in general, struggling with reading and writing. This is reflected in their NYSESLAT scores. The other two students who were in our school for the two years showed significant growth. On tested as proficient, and the other student tested advanced on the NYSESLAT, but attained a 4 on his ELA.

Two ELLs with IEPs were qualified to take the ELA. One scored a level 2 and one a level 1. The third ELL attained a level 4.

Three students qualified to take the NYS math. Of the students with IEPs attained a level 1 and the other a level 2. The third student attained a level 3.

The single child, who has an IEP, attained a level 4. on the NYS Science Assessment.

No ELLs took the NYS Social Studies assessment..

The Implications for Instruction and Achievements from our needs assessment indicate the following.

Currently our ELL students are making significant progress in English language acquisition. We will continue to monitor the progress of ELLs through ongoing assessment as well as administration of the NYSESLAT. Theresa Luongo, our literacy coach, is responsible for this.

We cannot develop a pattern for our ELLs because there are so few. We do know that our new-comers tend to do very well on the NYSESLAT. We will be able to look at their progress after the administration and scoring of this year's NYSESLAT.

For our Hispanic long-term ELLs, we have found that their failure to test out of ESL is based on their reading and writing for the most part, so we are focusing on giving them extra reading services, in addition to ESL. We are also using targeted vocabulary instruction.

Additional support in math is offered to our upper grade ELLs through implementation of a computer based math support program as well as Navigator groups in which the instructor scaffolds instruction.

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.

Additional Information

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 04M964

All Title I SWP 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:	\$94,153	\$92,763	\$186,916
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$948	\$928	\$1,876
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,708	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$9,415	*	

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.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to

provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities

have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" 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.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$79,082		
Title I, Part A (ARRA)	Federal	X			\$91,835		
Title II, Part A	Federal	X			\$11,213		
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal		X				

¹ **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.

² **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.: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	X			\$1,063,697		
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