



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ CENTRAL PARK EAST MIDDLE SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 04M013 _____

PRINCIPAL: _____ JACOB MICHELMAN _____ **EMAIL:** _____ JMICHELMAN@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ LUZ CORTAZZO _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [-+98](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jacob Michelman	*Principal or Designee	
John Ciano	*UFT Chapter Leader or Designee	
Angela Smith	*PA/PTA President or Designated Co-President	
Edgar Almodovar	DC 37 Representative, if applicable	
Jerome Young	Member/UFT	
Giles Smith	Member/Parent	
Iona Brasier	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- By June 2012 students reaching proficiency in English Language Arts as measured by the New York State ELA exam will increase by 35%.

Comprehensive needs assessment

- At the end of the 2010-2011 school year 51% of our student body were 25 points or less from reaching proficiency on the state exam.
- Our school's 2010-2011 Quality Review cited insufficient rigor as reflected in ELA curriculum maps and instruction in classrooms.
- 70% of our Level 1 students are designated for special education.
- On the February 3, 2011 School Quality Review, parents expressed that "a more precise feedback loop that includes parents would be helpful to them in supporting their children."

Instructional strategies/activities

- Shared reading occurs 3 days a week and is the core of our school's inquiry work. Teachers are trying out research-based pedagogy to improve reading scores by 35%.
- Teacher teams are working to create more rigorous curriculum, refine performance tasks and imbed critical thinking in lesson plans.
- The continued development of pedagogy which imbeds formative assessment and progress monitoring practices will be a priority in the school's professional development plan.
- Test prep classes are data driven interventions designed to address specific student deficiencies in English Language Arts.
- New York mandated students scoring Level 1 and 2, English Language Learners, Special Education Students, and at-risk students are assessed by City Year throughout the year. Based on the assessments they are then placed in the appropriate intervention programs.
- The READ 180 Program is utilized to improve reading comprehension skills. City Year pulls small groups out four days a week.
- During after school the providers, East Harlem Tutorial and City Year provide homework tutorials and ELA support four days a week.
- REGIS High School volunteers and City Year push into ELA classes for all grades Monday through Thursday.
- Saturday Academy has trained teachers and City Year volunteers to support the ELA CCSS Curriculum for all grades. Students are assessed at the beginning, middle and end of the Academy for progress. High level 2 students are targeted for intensive intervention.

Strategies to increase parental involvement

- Parent newsletter; teacher phone calls home; monthly reporting of student progress; access to database will inform families about student progress.
- Our school has initiated monthly town halls to meet with the principal to address any concerns and improve parent involvement with our online database.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration meets with teachers twice a week to engage in structured collaborations around school wide instructional priorities – a focus on non-fiction reading and writing is the heart of this work.
- Administration is committed to building capacity around effective teaching practices through the use of inter visitations and lead teacher targeted support.
- Formative assessments and progress monitoring are a high priority for the professional development of teacher practice.
- Teacher mentor relationships build best teaching practice.

Service and program coordination

- School In Need of Improvement Funds will be dedicated to computer based intervention programs promoting reading.

Budget and resources alignment

- Fair Student Funding monies support teacher student ratios of 25 or less to 1
- Title I Library monies dedicated to expanding classroom libraries and school library
- Excellence Funding monies will be used to fund Read 180 and Professional Development for teachers.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- By June 2012 students reaching proficiency in Mathematics will increase by 35% as measured by the New York State mathematics exam.

Comprehensive needs assessment

- At the end of the 2010-2011 school year 60% of our student body were 25 points or less from reaching proficiency on the state exam.
- Our school's 2010-2011 Quality Review cited insufficient rigor as reflected in Mathematics curriculum maps and instruction in classrooms.
- 70% of our Level 1 students are designated for special education.
- On the February 3, 2011 School Quality Review, parents expressed that "a more precise feedback loop that includes parents would be helpful to them in supporting their children."

Instructional strategies/activities

- A pre and post assessment practice has begun to assess students more frequently and to inform curriculum planning and instruction in the classroom
- Teacher teams are working to create more rigorous curriculum, refine performance tasks and imbed critical thinking in lesson plans
- The continued development of pedagogy which imbeds formative assessment and progress monitoring practices will be a priority in the school's professional development plan.
- Test prep classes are data driven interventions and support designed to address specific student deficiencies in Mathematics
- New York mandated students scoring Level 1 and 2, English Language Learners, Special Education Students, and at risk students are assessed by City Year throughout the year. Based on the assessments they are then placed in the appropriate intervention programs.
- The Math Blaster Program is utilized to improve mathematics comprehension skills. City Year pulls small groups out four days a week.
- During after school the providers, East Harlem Tutorial and City Year provide homework tutorials and Mathematics support four days a week.
- REGIS High School volunteers and City Year push into ELA classes for all grades Monday through Thursday.
- Saturday Academy has trained teachers and City Year volunteers that support the Math New York Standardized Curriculum for all grades. The resources used are the Math Coach, Math Review, Math Navigator, Impact Math, Math Advantage, Achieving Competency in Mathematics, Tabula and Kaplan. Students are assessed at the beginning, middle and end of the Academy for progress.

Strategies to increase parental involvement

- Parent newsletter; teacher phone calls home; monthly reporting of student progress; access to database will inform families about student progress.
- Our school has initiated monthly town halls to meet with the principal to address any concerns and improve parent involvement with our online database.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration meets with teachers twice a week to engage in structured collaborations around school wide instructional initiatives.
- Administration is committed to building capacity around effective teaching practices through the use of inter visitations and lead teacher targeted support.
- Formative assessments and progress monitoring are a high priority for the professional development of teacher practice.
- Teacher mentor relationships build best teaching practice.

Service and program coordination

- School In Need of Improvement Funds will be dedicated to computer based intervention programs addressing basic skills and offering enrichment activities for higher level students

Budget and resources alignment

- Fair Student Funding monies support teacher student ratios of 25 or less to 1
- Excellence Funding monies will be used to fund a Math Intervention Program and Professional Development for teachers

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- 25% of our students with special education designation will be moved to a least restrictive environment.

Comprehensive needs assessment

- Our February 3, 2011 School Quality Review cited the need for widespread differentiation practices to meet the needs of struggling learners.
- 70% of our Level 1 students are designated for special education.
- On the February 3, 2011 School Quality Review, parents expressed that “a more precise feedback loop that includes parents would be helpful to them in supporting their children.”

Instructional strategies/activities

- Align student goals to the Common Core Standards and/or State-wide exams by improving the goal writing process and system for approving IEP’s.
- Review all students submitted for an evaluation, re-evaluation, or Least Restrictive Environment (LRE) request within our Child Study Team process. The Child Study Team will collect and monitor the following items and actions as evidence that we are meeting our goals.
- Increase technology in the special education classrooms by using Read 180 in the “self-contained” classes and Math intervention online program for station work during Math Classes.
- Develop a system for monitoring and providing support for students being mainstreamed and for training teachers on how to read and implement an IEP with students being mainstreamed.
- The continued development of pedagogy which imbeds formative assessment and progress monitoring practices will be a priority in the school’s professional development plan.
- Maintain intervention logs and meeting notes of students with FBA/BIP’s.

Strategies to increase parental involvement

- To address parents’ request for a more effective “feedback loop,” our school has introduced a parent interview component to improve the comprehensive process of assigning a least restrictive environment following practices to support student acceleration in achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Members of the Child Study Team are assigned as liaisons for all staff to make sure students in Special Education are receiving the necessary support to be successful.
- A number of staff members are now receiving professional development on creating effective FBAs/BIPs.
- Professional development provided on differentiation practices to improve teacher pedagogy in meeting the needs of all students.

Service and program coordination

- Funding: Fair Student Funding for database and per session for teacher coverage

Budget and resources alignment

- Title I Software monies will be used to purchase a database to keep parents abreast of their students progress in a least restrictive environment.
- Fair Student Funding to pay for professional development for IEP writing, IEP goal setting, SESIS training, and more.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- By June 2012 we will increase the overall daily attendance rate to 92% as reflected by our New York City Progress report.

Comprehensive needs assessment

- In 2010-2011 our overall daily attendance average was 88.7% as reflected on the school's progress report.

Instructional strategies/activities

- Increase home visits by family workers (AIDP Funding) and Network funded attendance teachers and reduce the number of 407's.
- Staff and City Year members will meet with all students who are absent or late within a 2 day span of time from the day they were absent or late.
- Set up two systems to call the homes to wake up students to arrive to school on time and to alert parents their child was late or absent.
- Increase the number of parent meetings for students showing patterns of absences or averaging 2 absences per month.
- Increase the number of monthly events to celebrate students who have 90% or above for the month with attendance.
- Develop systems to communicate daily attendance to students and staff to improve the awareness and importance of coming to school.
- Daily attendance is posted outside each classroom to serve as incentive for good attendance.

Strategies to increase parental involvement

- The school has subscribed to Global Connect this year to improve communication with families around attendance issues.
- Parents are brought into the school for contracts when attendance becomes an issue based on our weekly attendance meetings.
- The school participates in "Wake Up New York!" which has impacted our lateness data.

Strategies for attracting Highly Qualified Teachers (HQT)

- Teachers' use of PBIS helps reinforce good attendance habits and increases positive experiences for students, acting as an incentive for good attendance.
- Teachers' participation in Restorative Practices training has also reinforced good attendance habits and increased positive experiences for students, acting as an incentive for good attendance.
- Teachers participate in transparency practices by posting classroom attendance to build capacity and awareness around excellence in attendance.

Service and program coordination

- City Year funding will be used to coordinate perfect attendance award ceremonies and student mentoring

Budget and resources alignment

- Fair Student Funding will pay for teacher coverage for family and student conferences in cases of excessive absences.
- Fair Student Funding will help fund an incentive program to raise attendance.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- On the 2011-2012 New York City Progress Report, our school will score an 80% or higher on all areas measured by the Learning Environment Survey.

Comprehensive needs assessment

- Our school scored below average on all of the 3/3 categories on the Learning Environment Survey of the 2011 School Progress Report.
- On the February 3, 2011 School Quality Review, parents expressed that “a more precise feedback loop that includes parents would be helpful to them in supporting their children.”
- Our total number of Principal’s Suspensions was 223 and Superintendent’s Suspensions was 71 for the 2010-2011 school year.

Instructional strategies/activities

- A team will conduct a communication assessment and gather proven methods of communication to make sure all constituents are connected to information about daily, monthly, and yearly events and operations.
- Academy Teams will be responsible for hosting monthly events to promote positive decision making with students.
- We will partner with Momentum Education to host 40 to 60 students in empowering them to be involved with the school, develop their leadership, and promote better decision making.
- The school will host at least one parent event per month to collect feedback, promote parent involvement, and inform parents of the academic progress of the school.
- Teacher feedback will be collected on a weekly basis to improve professional development, support, and school culture.
- A Team will be put together to implement Positive Behavior Intervention Services and align efforts in improving the culture of the school.
- We will expand on student supports and special education reforms to reduce our suspensions by over 50% from the 2010-2011 School Year

Strategies to increase parental involvement

- Events will be hosted on a monthly basis to improve parent involvement
- Parent Surveys will be administered on a quarterly basis to gather feedback to improve culture.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administration meets with teachers twice a week to engage in structured collaborations around school wide instructional initiatives.
- Administration is committed to building capacity around effective teaching practices through the use of inter visitations and lead teacher targeted support.
- Teacher mentor relationships build best teaching practice.

Service and program coordination

- PBIS program will be used to shift the culture
- Teacherease database will be used to log occurrence reports to have a clear idea of safety issues and areas of needed support.

Budget and resources alignment

- Fair Student Funding will cover per session for PBIS and the School Improvement Team

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	15	15	14	14	9	0	3	0
7	28	29	29	28	13	0	3	0
8	22	25	25	22	11	0	3	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ol style="list-style-type: none"> 1. Read 180 2. small group and one-to-one 3. during the school day and Saturday Academy
Mathematics	<ol style="list-style-type: none"> 1. Math Navigator 2. Small group and one-to-one 3. During the school day and Saturday Academy
Science	<ol style="list-style-type: none"> 1. Tutoring 2. Small group and one-to-one 3. During the school day and after school
Social Studies	<ol style="list-style-type: none"> 1. Tutoring 2. Small group and one-to-one 3. During the school day and after school
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Brief Counseling that Works 2. Small Group and One-to-One 3. During the school day
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	<ol style="list-style-type: none"> 1. Brief Counseling that Works 2. Small Group and One-to-One 3. During the school day
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

CENTRAL PARK EAST MIDDLE SCHOOL - JHS 13

Section I: Title I Parent Involvement Policy

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

- 1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);**
- 2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;**
- 3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- 4. Providing assistance to parents in understanding City, State and Federal standards and assessments;**

5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing

technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a ¹dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

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

STUDENT RESPONSIBILITIES

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

PARENT RESPONSIBILITIES

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

SCHOOL RESPONSIBILITIES

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

NEED TO DO

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Meet and greet with teachers and parents to build community;
- to provide information to parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and

- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 04M013

School Name: Central Park East Middle School – JHS 13

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M, and N on the SINI schools spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) **please note** External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that **caused the school to be identified**. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Cite data from NYS report per subgroup. From CEP perhaps. Our data revealed that a significant number of students struggle with inferencing, identifying author's craft, predicting, and Identifying setting, plot, characters, etc... In Mathematics, we identified application and use of variables, fractions and basic number sense, and approaching word problems as our significant areas that need improvement. Furthermore, our high level students either stayed the same or declined over the last year. Our goal is to improve our differentiation in the classroom to support the growth of our higher performing students, provide additional instruction outside of the regular school day for these students, and expand on targeted instruction during the school day for all learning levels.

2. Describe the intervention(s) the school will implement to support improved achievement **in the grade and subject areas for which the school was identified**. **This section requires more specificity based on/aligned with the State data.**

Saturday Academy – Will target high level students to further develop their skills in both the ELA and Math State Assessments

Test Prep Class – Students will have at least 4 additional periods a week to receive targeted instruction based on their specific needs

AIS Support – Will be both a push-in and pull out method to provide specific support to improve fluency, comprehension, and critical thinking.

Unit Assessments – We will conduct 7 unit assessments based on standards covered on the state assessments. We will use the results to determine whole school reforms to address deficiencies, targeted support with our partnerships, and purchasing additional resources to support student development.

Talent Management – We will use an online system to rate teachers and provide online professional development using the Charlotte Danielson Rubric. This will assist in improving teacher instruction. **Link to subgroup?**

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Professional Development will be provided in weekly departmental meetings and during whole school meetings. We will also work with our Network to provide individualized professional development for teachers and whole school professional development as well. We will partner with Momentum Education to improve leadership in the classroom and building relationships with our students. Finally, we will use the remaining funds to bring in consultants such as New Paradigm Enterprises to work with teachers on classroom management, questioning, assessment, and improving student engagement.

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

All new teachers to our building are assigned a mentor. Teachers are provided with at least one period a week to meet with their mentees. Teachers identify one area to support the growth of the new teachers. Feedback is provided with low inference observations and are specified through the Charlotte Danielson Rubric.

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.

Parents will be notified by mail and will be offered to meet with the principal in a Town Hall setup. The letters will be sent home in all languages identified from the language surveys. Parents will also be surveyed to assess satisfaction with the preparation their children are receiving to get them ready for the state assessments. Finally, parents will have access to grades and day to day incidents through our online database.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Ada Orlando	District 04	Borough Manhattan	School Number 013
School Name CPEMS			

B. Language Allocation Policy Team Composition

Principal Jacob Michelman	Assistant Principal Leia McKinley
Coach Sheryl Mayers	Coach type here
ESL Teacher Davina Ruiz	Guidance Counselor Emmanuel
Teacher/Subject Area Lorena Colon	Parent Angela Smith
Teacher/Subject Area Lizette Aguilar	Parent Coordinator Karen Smith
Related Service Provider Sandi Chmiesleski	Other type here
Network Leader Ada Orlando	Other type here

C. 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	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	225	Total Number of ELLs	19	ELLs as share of total student population (%)	8.44%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Once the student is registered by Ms. Blanding, our pupil personnel secretary, the student is taken to the Ms. Michalska, ESL teacher who administers the Home Language Survey and the informal oral interview in English and in Spanish. For the students that do not speak English or Spanish, the Parent Coordinator contacts the Interpretation Hotline which conducts the interview in the students native language. The oral interview helps to determine whether the student needs ELL services. Upon completion, if it appears that the student needs ELL services, Ms. Michalska administers the LAB-R exam to determine the students' proficiency level. At this time, Ms. Michalska creates an individualized schedule which is composed of push-in and pull-out instruction that best suits the student and his/her level. At the beginning of the second semester, Ms. Michalska completes a schedule for NYSESLAT testing to ensure that accommodations outlined in the students IEP are followed.

After the student has been tested by Ms. Michalska, shows the Program Selection Video to the parent and allows them to make a program choice. Once the parent makes their choice, they are informed of the program availability in our school (Freestanding ESL) and told on what steps to take next if necessary. At this point, the parent coordinator collects the Parent Survey and the Program Selection form. For parents that need time to think over their decision, Ms. Michalska reaches out to the Guidance Department to make sure that we receive their Parent Survey and Program Selection Form. Ms. Michalska then distributes entitlement letters until they are received and filed. Once parents have returned all materials they receive a follow up letter which outlines the schools program and how it will benefit their child.

To support parents in the beginning of the year during our Open house in October, the parents of our ELL students are invited to attend a workshop which goes over the program they have selected and they are introduced to Ms. Michalska. They also get information on any events that are happening in the neighborhood and any DOE sponsored events which pertain to their child's current placement as well as a list of resources that will help their child excel in school. At this time, parents are encouraged to ask any questions and share any concerns they may have. Parents are also encouraged to participate in ELL related activities such as trips into the community, award ceremonies and other events put together by our school in order to promote their involvement.

By educating our parents we have noticed that 100% of our parents chose the freestanding ESL program. The initial attempt within the school was to begin a Bilingual program for our students, however, due to budget cuts and insufficient numbers we were unable to create a class. Our goal is to initialize a Bilingual program within the next 3 years.

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
Page 27 of 27 6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained							7	9	6					22
Push-In														0
Total	0	0	0	0	0	0	7	9	6	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	5
SIFE	4	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	6

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	9	1	1	5		3	6	1	1	20
Total	9	0	1	5	0	3	6	1	1	20

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
														L

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	8	4					18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1		1					2
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	8	6	0	0	0	0	21

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Currently our school has a freestanding ESL program which offers 1-2 ESL classes per day through a pull-out and push-in model. Our school tries to group our students as a Block and Heterogeneously in order to make the pull-out and push-in more effective for our students as they receive grade level work. Mrs. Michalska ensures that the mandated number of instructional minutes is met by ensuring that the students are met according to their proficiency level. All ESL instruction is done in English. The students are instructed by Ms. Michalska based on the TESOL theories of second language acquisition. Ms. Michalska focuses on all four of the language skills, reading, writing, listening, and speaking. The class also studies culture, idiomatic expressions, grammar in context, vocabulary instruction, and spelling.

We plan to pair our newcomers with another ELL student that is on a higher proficiency level and speaks the same language whenever possible to help the student manage in a new school and have a designated person to go to when questions emerge. The school continues to make efforts to have materials appropriate for the newcomer available and will begin a mentorship with an adult to ease the student into the school. The mentorship will be extended to the parents of the newcomer student to ensure that they have a point person that may answer any questions or find any information they may need.

Students who have reached proficiency as determined by the NYSESLAT will continue to receive support from the ESL teacher when needed. Students will continue to receive support from Ms. Michalska during their lunch time or after school when necessary. These students will receive testing accommodations on their state exams for two years after they reach the proficiency level.

Students who have been receiving services for the past 4-6 years will receive pull-out and push-in instruction on a regular basis as outlined by their language acquisition level. Long term ELLs will receive the same support to ensure that their transition into mainstream classes is as smooth as possible. These students will be encouraged to work with a partner when possible to complete class projects and school assignments. All ELL students will receive services based on their proficiency levels. All teachers that interact with ELLs will be encouraged to fill out referral forms when they feel a student needs extra assistance with an assignment or subject matter.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

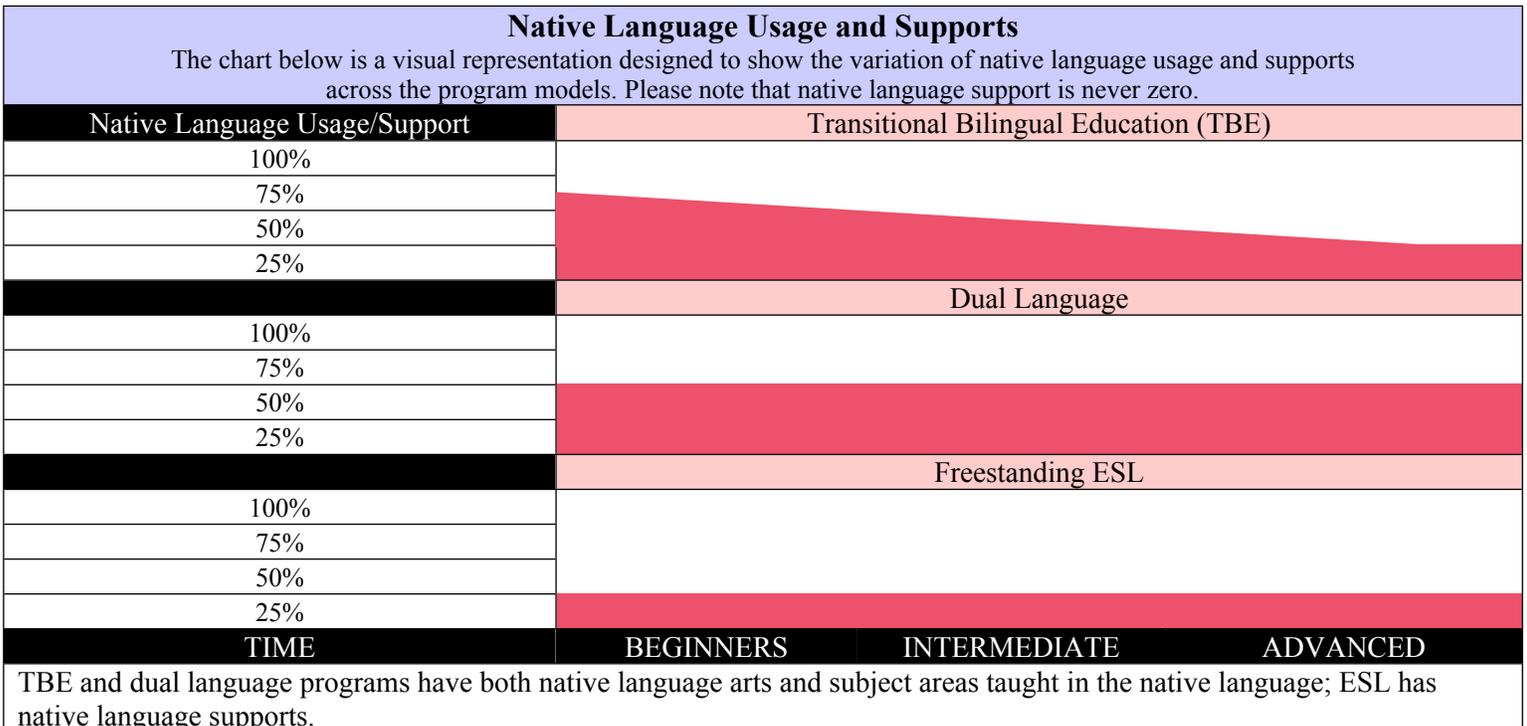
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

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



B. Programming and Scheduling Information--Continued

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

In September, every student will take a diagnostic in their subject area to determine what are their strengths and weaknesses. All students will be tested to assess their reading level for fluency and comprehension, based on those results the students will be referred to Read 180 for comprehension and Rewards for fluency. If the skills from the previous school year were not met in a subject area the student will be referred to AIS. The math and content area teachers also provide feedback to the ELL teacher which helps determine the assistance needed for each individual student.

The students who have reached proficiency as demonstrated by the NYSESLAT will continue to receive support from the ESL teacher when needed or determined by core subject teachers. The proficient students will receive additional support from the ESL teacher during lunch time or after school in their other subject areas. We will continue to ensure that these students receive test accommodations for two years after their proficiency level has been met.

We plan on incorporating the use of scaffolding, graphic organizers, cloze activities, etc to encourage students to complete their work.

All ELL students are encouraged to attend after school programs to receive homework help. We currently have City Year, East Harlem Tutorial Program and Harlem Center for Education that provides homework help to our ELL students.

We currently have dictionaries in Spanish, French, Bengali and Arabic which the students are encouraged to use in the classroom on a daily basis to further their content area knowledge. Newly enrolled students will be invited to our school in order to be matched up with a buddy and we will distribute a survey to assess the needs of the population.

Our school currently offers Spanish to our 7th graders.

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)?

D. Professional Development and Support for School Staff

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

Professional Development for all teachers will occur during monthly meetings to inform them about ESL related topics, such as the LAB-R, NYSESLAT, test accommodations, teaching strategies and so forth. All teachers are sent to quarterly PDs offered by the Network and the CLSO with a minimum of four PDs attended annually. The SLT and Instructional Cabinet put together the school PD calendar as per the needs of the school. We are using multiple sources of data to drive differentiated instruction and grouping models. We will also seek the support of the Director of Student Services from the network. In addition our staff will be constantly notified of new ELLs and be provided with any necessary trainings and assistance to better serve the ELL population in our 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?

Our current parent involvement is very low and we are trying to increase this and provide more opportunities for parents to visit our school and feel more comfortable doing so. Right now we are not partnered with any agencies or Community Based Organizations that provide workshops or services to our ELL parents but hope that our parent coordinator will begin to make those connections. We will be evaluating parent needs through surveys in native language which will assist us in providing programs, events and resources that are meaningful to our parents.

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)							3	0	2					5
Intermediate(I)							1	5	4					10
Advanced (A)							3	2						5
Total	0	0	0	0	0	0	7	7	6	0	0	0	0	20

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		3		1				6
7	1		4						5
8	1		3		1				5
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		8		4				13
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- The tool used by school to assess the early literacy skills of ELLs is the completion of a writing sample, as well as a reading comprehension assessment.
- After analyzing the data of the LAB-R and the NYSESLAT it was revealed that the students are in need of reading and writing support. The intermediate students as well as the beginners are in need of speaking and listening support.
- The patterns across the NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions. The instructor

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 4M 013 School Name: Central Park East Middle School

Cluster: 04 Network: 412

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.

The first step in the needs assessment is the completion of a Home Language Identification Survey as part of the admissions process. Secondly, for transfer students the school contacts the previous school to ensure the timely transfer of records to determine the language spoken in the home. The data used includes the following ATS reports: RPOB, BIOS, UPPG, and RHLA reports to determine home language. These reports are generated as needed. At the very beginning of the school year the method used to assess written translation and oral interpretation needs is through a preferred language survey. The survey is sent home to the parents via back pack. The surveys are then reviewed by the ELL coordinator. Based on the information gathered from this survey a master list is created by the Assistant Principal in charge of ELLs and the ELL coordinator that indicates the name of the student, class, OSIS number and preferred language. The primary language information of each parent is kept on file in the main office and is reflected on the emergency card of each student. The survey serves to ensure that parents are provided with the appropriate written translations and oral interpretation in a timely manner.

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

The major finding is that the language for the families in our school community is Spanish. After reviewing the above documentation the findings were as follows: In grade six one student speaks Arabic and one speaks Chinese. In grade seven one student speaks French. In grade eight one student speaks French. The findings were reported to the school community through monthly faculty meetings, departmental meetings, SLT Meetings, PA Meetings and through parent workshops. As stated above the preferred language survey was the tool used to report school based language assistance needs.

Part B: Strategies and Activities

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

The school provides written translations to the parents via back pack. Letters and newsletters sent out are translated by onsite staff. To ensure timely provision of translated documents the translation is done a month in advance to provide time for review and to make any necessary revisions. In addition, this gives select staff ample time to translate documents. The school will also contact the Translation and Interpretation Unit when necessary. A master list of the languages spoken by official class is kept in the main office so that all school documents are translated in a timely mannner. There are several members on staff that are bilingual (Spanish). All information is sent out in English and Spanish. The Translation and Interpretation Unit is contacted as needed for the parents that speak Arabic, Chinese and French. Our monthly newsletter communicates school events, important testing dates, and information regrding on-site resources.

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

The school meets the oral interpretation services needed by the parents via on site bilingual (Spanish) school staff. In the beginning of the year a Staff Language Directory is created by the Assistant Principal in charge of ELLs and the ELL Coordinator. The directory includes the name of the staff member, language other than English and the teacher's prep schedule. When parents come into M.S. 013 in need of translation services a staff member that speaks the language of the parent will always be avialabe to speak to the parent. The Translation and Interpretation Unit will be contacted as needed. In addition, the directory also serves as a tool to provide timely provision of interpretation services at parent meetings, one on one meetings with teachers, guidance counselors, social workers and other staff regarding important information about their child's education.

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>.

The school will adhere to the Chancellor's Regulations A-663 through the following:

Provide each parent with a copy of the Parents Rights and Responsibilities which includes their rights regarding translation and interpretation services. The school will post signs in a prominent location in the main office indicating the availability of interpretation services in the most prominent languages and to the extent possible the low incidence languages spoken by the parents. The school will obtain the translated signs from DOE website. The Parent Coordinator will post signs prominently in her office. If the Translation and Interpretation Unit or the school personnel are temporarily unavailable to translate in a primary language or other language a cover letter will be placed on top of the English document in the appropriate language indicating how the parent can access translation and interpretation of the document at no cost to the parent.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Central Park East M.S.	DBN: 04M013
Cluster Leader: Chris Groll	Network Leader: Ada Orlando
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Title III Program at Central Park East Middle School will provide extra support to enhance academic English of ELLs. The supervisor in charge will be the Principal/Assistant Principal. Thirty students will be served in the program. The participating students will range from 6th to 8th grade. The language of instruction in the program will be English. Our school will offer two high quality, project-based after school programs and one Saturday program under Title III funding. It will provide rigorous, high-interest, and standards-based instruction for ELLs at all levels. The program will be named ELLs Success-Social Studies, ELLs Success-Mathematics, and ELLs NYSESLAT. These educational programs are designed to accommodate ELLs' academic needs and schedule.

The rationale for the selection of the program/activities is to support ELLs development of academic language in both fiction and non-fiction text. According to Goldberg, "effective second language instruction provides a combination of: explicit teaching that helps students directly and efficiently learn features of the second language, such as syntax, grammar, vocabulary, pronunciation, and norms of social usage and ample opportunities to use second language in meaningful and motivating situations. ELLs in these programs will receive small group instruction that will provide them with additional linguistic and cultural support. High interest and practical lessons are designed for ELLs to actively participate in lessons. These programs will improve students' achievement in content areas and have lasting effects on ELLs. The "ELLs Success-Social Studies" will be team-taught by one New York State certified Social Studies teacher and one certified ESL teacher. The program is to inform new ELLs about the social aspect and the history of America. Therefore they will develop necessary Social Studies skills and background knowledge to participate in class and the community. The program will meet every Tuesday from 3pm-5pm. It will begin in March 2012 and end in June 2012. The materials students will be using are book sets titled "Immigration Then & Now and Immigration Experience."

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

Students will also learn about famous political leaders, scientists, cultural figures, athletes and entertainers who influenced the world in the last century. They will use technology to find out information about these people. ELLs will be expected to complete graphic organizers, short response questions, explore different types of writing and present oral reports on their findings. In addition, the book titled Short Plays for Building Fluency, Famous Americans, 22 Reproducible Plays That Build Fluency Vocabulary, and Comprehension will be used as a reference for doing the skits with the students.

Part B: Direct Instruction Supplemental Program Information

The "ELLs Success-Mathematics" will be team-taught by New York State certified Math and ESL teachers. According to the feedback and assessments from math teachers, ELLs in our school have difficulty to solve math word problems. This program is aimed to enhance students' ability in mathematics problem solving and familiarizing students with the use of math terminologies. The program will meet every Thursday from 3pm-5pm. It will begin in March 2012 and end on June 2012. Teachers will analyze common types of algebra and geometry word problems and teach strategies to solve these problems. These word problems will deal with distance, interest, percentages, proportion and ratio. Students will have ample opportunities to practice and complete hands on math activities in the program. Students will learn to translate the problem into equations with variables and find the values of variables for the equations. They will learn how to simplify word problems and collaborate on work in class. At the end of the programs, students will go on a field trip to the New York Hall of Science, where they will see an interactive exhibition of mathematics.

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

The "ELLs Success-NYSESLAT Test Prep" will be a small group tutorial program taught by a New York State certified ESL teacher. This program will familiarize students with the structure of the NYSESLAT. The teacher will go over the rubrics to explain the guidelines and expectations of NYSESLAT. Students will review and analyze exemplary essays. Various strategies will be taught to develop students listening, speaking, writing and reading skills. Students will then practice NYSESLAT test prep questions and receive feedback from the teacher. Students will use Getting Ready for the NYSESLAT and Beyond as the main workbook. This program will meet every Saturday from 9am-12am. It will begin in March 2012 and end on June 2012.

Goldenberg, Claude. "Teaching English Language Learners: What the Research Does-and Does Not-Say." *American Educator* (2012): 8-44.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers who teach after school or Saturday program under title III funding will attend workshops offered by the New York City Department of Education. These workshops inform participants about useful and research based Quality Teaching for English Learners strategies, mainly effective scaffolding strategies, to facilitate the linguistic transition of ELLs. Teachers will gain a solid foundation to teach ELLs and develop the ability in curriculum planning. Professional development topics are from 9:00 a.m. to 12:00 p.m. and will include: Research Based Strategies for ELLs, Effective Scaffolding Strategies for ELLs and Analyzing the NYSESLAT by Modality. These workshops will take place beginning in March until June 2012. Title III funds will be used toward paying per diem substitute

Part C: Professional Development

teachers. The target audience will be the title III ESL teacher and content area teachers.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

During the workshops, parents will be informed about the details of the Title III programs. The dates for the workshops are 3/12, 4/12 and 5/12. The first workshop will run from 3pm-5pm. The second and the third workshop will run from 2:30-4:30pm. The topics are "Writing-Study Skills and Resources for ELL and State exams: Expectations for ELLs." Light refreshments will be served. Materials such as study guides and feedback forms will also be provided.

Part E: Budget

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

Allocation Amount: \$0

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$5000	

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	\$2000	
Travel		
Other		
TOTAL		