



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ___CENTRAL PARK EAST 1_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M497_____

PRINCIPAL: JULIE ZUCKERMAN **EMAIL:** JZUCKERMAN@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 [NYC DOE Web site](#).

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
Julie Zuckerman	*Principal or Designee	
Donnie Rotkin/C. Han	*UFT Chapter Leader or Designee	
rebeKah Myatt Hammonds	*PA/PTA President or Designated Co-President	
Michelle Harrington	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Yvonne Smith	Member/Teacher	
Erin Hyde	Member/Teacher	
Raquel Brown	Member/Parent	
Anne Kukral	Member/Parent	
Wayne Collier	Member/Parent	
Tovah Klein	Member/Parent	
James Shoaf (chair)	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 1. We aim to increase attendance at the Parent Association meetings by 20% this year. While we have very positive response from parents in the learning environment survey, we have seen that the attendance at PA meetings has dropped off. At the same time, one of our goals from our Strategic Planning process is to address the feeling amongst the parents that they would like to have more formal opportunities to learn about the practice of the school. By scheduling discussion of specific content at the PA meetings, we intend to increase the attendance by 20% and provide the kind of content specific parent education that has been asked for.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Last year we met over the course of 5 four hour meetings among staff and parent representatives to draft a new 5 year Strategic Plan. Communication was a large umbrella theme. One of the sub-topics under communication was that the parents wanted more formal opportunities to hear about and discuss curricular and policy attributes of the school. In beginning the implementation of our Strategic Plan this fall and in conjunction with considering our annual goals for the CEP, the SLT determined that attendance at PA meetings last year had dropped to an average of between 10-15 parents at the monthly meetings. The thought of the SLT is that we can generate much more interest in the PA meetings if parents know that there will be conversation about specific parts of the curriculum.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We are not a Title 1 school.

- The SLT will brainstorm a list of workshop topics for PA meetings
- The principal in consultation with the PA presidents will determine the dates for these meetings
- The principal will bring the list of proposed topics to the Friday morning teacher business mtg for input from the teachers and to get volunteers to run the workshops that are appropriate for teachers to lead.
- the list of workshops will be distributed to the parents.
- In the specific month that the workshop will be given, there will be multiple reminders and descriptions of the workshop

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

--Most of the workshops will be run by teachers. They will be paid per session for the workshops with ARRA RTTT funds.

--For any workshops run by outside providers we will use funds that we've set aside for consultants TL FSF funds and

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 2. Raise the median ELA scores for 3rd 4th and 5th grades by 5%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

This goal was chosen because of a need shown by a dip in the ELA scores and the recommendation of the Quality Review. We began an inquiry into writing last year. During the Quality Review it was felt that this focus on writing would benefit from adding a rubric for writing expectations. By focusing our work on a writing rubric for the school, we aim to hone instruction and expectations in such a way

that will raise ELA scores as well as lend further coherence to our writing program.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- Collect samples of writing rubrics/continua from other Network schools
- Meet with staff to look at writing samples from the children at the school across the grades
- Have staff compare and contrast the writing rubrics/continua
- Small group of staff draft a writing continuum for our school and distribute to the staff
- Staff field test the draft when writing first term narrative reports
- Staff discusses feedback on the draft continuum and makes recommendations
- Redraft the continuum and distribute for use in spring months
- Convene a discussion of the writing continuum with parents
- At end of May have staff weigh in again on the usefulness of the continuum and make final revisions

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Staff meet every Monday afternoon for 90 minutes to discuss curricular items. The staff volunteers their time for these meetings and are not financially compensated. The coach and two other teachers have been attending Common Core seminars designed by the network, The network pays these teachers per session for these session out of Race to the Top funds. The other teacher attends the ELA DYO meetings for which she's released from class time, and the class is covered by her collaborating teacher. These teachers are then instrumental in turn-keying the Common Core and DYO approaches to the rest of the staff for the writing effort. We will devote 4 of our Monday meetings to developing the rubric.

Staff also meet on Friday mornings for 30 minutes to discuss business items. Again, staff volunteer their time for these meetings. The writing continuum will be brought up when necessary

One PA meeting will be devoted to discussing the writing rubric. Lead teachers will present at this meeting and will be paid ARRA RTTT per session funds.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
3. We will raise the percentage of children scoring 3s and 4s in the state math exam by 5%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Despite noticeable growth in our math performance over the past 6 years, the scores last year were disappointing in term of a slip in the number of children scoring 3s and 4s.

This surprised us because of we had developed a much more coherent and consistent Investigations based math program across the school, worked better collaboratively, worked harder on appropriate groupings of children.

We are hypothesizing that if we attend more to the differentiation of tasks, and instruction models, we will be able to help more children move more competently through the concepts presented.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We will be taking deliberate steps to further the differentiation strategies in our math lessons in order to hone instruction. Teachers will work with the staff coach, with their collaborating teachers, grade teams, and whole staff meetings.

- Staff coach will meet with teacher teams every other week to discuss the development of lessons, how lessons will be differentiated for different groups and specific children
- Specific attention will be given by the coach and teacher teams to the guidance and expectations written for SpEd children in their IEPs, cross-referencing these goals with the math differentiation will be considered by the teaching team and the coach
- Two Monday meetings will focus on math differentiation. These meetings will bring in the math consultant that our coach works with.
- Staff will coordinate a workshop on differentiation of math instruction for parents at a Spring PA meeting

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- 1 monthly grade meeting. The staff coach leads the math effort. He attends math coach meetings every other Friday. We devote FSF funds to fund this.
- 2 Monday meetings. The staff coach will run these meetings along with the math consultant. She is paid with FSF funds.
- 1 PA mtg. Staff coach and teachers will provide this parent workshop. They will be paid per session with ARRA RTTT funds

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

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Strategies for attracting Highly Qualified Teachers (HQT)

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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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	6		N/A	N/A	3			
1	7	4	N/A	N/A	2			
2	5	2	N/A	N/A	2			
3	4	3	N/A	N/A	3			
4	3	3			5			
5	2	2			4			
6								
7								
8								
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	Services are provided through a variety of approaches. For grades 1-3, children are assessed through ECLAS. For all the groups, a combination of phonics using writing to develop phonemic awareness, running records, guided reading groups, listening and speaking exercises and discussion to assess comprehension. These services are delivered through small group discussion, one to one tutoring, pull out program and peer support. The services are provided during the school day and extended day period.
Mathematics	Math intervention is provided through push-in support with small groups during math period. Intervention is also provided one on one in the form of a pull out program to provide individual support, assess progress and formulate interim goals.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Small group socialization activities. One on one sessions.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, our school, 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. Our school'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 Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- 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;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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;

Our school'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 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, our school 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 Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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 Annual Title I Parent 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;

- 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;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area 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;
- 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;

SCHOOL-PARENT COMPACT

Our school, 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. Staff and 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.

I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- 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 an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care 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;
- 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:

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

Provide general support to parents by:

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

II. 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;
- 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., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. 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;
- always try my best to learn.

**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 Alison Sheehan	District 4	Borough Manhattan	School Number 497
School Name Central Park East I			

B. Language Allocation Policy Team Composition

Principal Julie Zuckerman	Assistant Principal type here
Coach Donnie Rotkin	Coach type here
ESL Teacher type here	Guidance Counselor Benjamin Halioua
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Alison Sheehan	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	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	209	Total Number of ELLs	5	ELLs as share of total student population (%)	2.39%
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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. 

1. Upon enrollment newly admitted students receive an enrollment packet that includes the Home Language Identification Survey (HLIS). As the family completes registration, a trained pedagogue, Donnie Rotkin, conducts the Home Language Survey. Donnie Rotkin determines if the language code is other than English, if this is the case then the student will be administered the LAB-R exam within 10 days of their enrollment. If the students home language is Spanish, and they are entitled, they are administered the Spanish LAB within ten days of enrollment. These exams are hand-scored and then we maintain a copy of these for our records. The Borough Assessment Implementation Director (AID) Marie Busiello will be contacted to order LAB-R testing materials for the students that need to be administered the LAB-R. If a student scores at the beginning, intermediate or advanced level on the LAB-R then the student is considered an ELL and steps will be taken to place the student in an appropriate instructional program. After a student is identified, they are tested annually with the NYSESLAT. Donnie Rotkin coordinates the administration of the NYSESLAT test to our 5 students. We ensure that the testing materials and conditions are firmly adhered to as per regulations.

After students have been identified as ELL they will be assessed annually with the NYSESLAT assessment. Marie Busiello will be contacted to ensure that a sufficient amount of testing materials have been ordered to assess the eligible students. Following the Department of Education's assessment calendar Donnie Rotkin will administer the NYSESLAT exam to the eligible ELL students.

2. If the student is identified as an English Language Learner from the results of the LAB-R, an entitlement letter on CPE Letterhead and done in the parents' preferred language, is sent out to inform parents of the three choices offered in NYC, their right to choose one of the three choices, and to invite them to a Parent Orientation meeting. Each parent is also personally called to ensure that they understand the importance of understanding their option and re-confirm the time and location of the Parent Orientation meeting. The Parent Orientation Meeting is facilitated by Cordelia Castillo and Donnie Rotkin and is done at a time that is convenient for the parent. Due to our low enrollment of English Language Learners, we are able to cater the meeting individually and at a convenient time for the parent schedule.

For each meeting, whether done in a group or one-on-one, we create and file an agenda and attendance sheet. The meetings are always conducted in the parents preferred language. At the Parent Orientation meeting the three program choices, Transitional Bilingual Education, Dual Language, and Freestanding ESL, are explained to the parents by a certified pedagogue Donnie Rotkin. We share the information about the three programs from the brochure and make sure that the parents understand the DOE brochure. We then show the parent orientation video in their preferred language. Parents are given the information letter detailing the three choices, and then are given the Program Selection form and the Parent Survey. At this time a majority of the parents turn in their survey. If they take the form home, the parent coordinator follows up with the parent in two days to see if they can help to answer any further questions. We try to ensure that all surveys are collected within one week. If a parent is not able to attend this meeting, we schedule several follow-up meetings that may be an option for them to attend. If they are unable to attend the follow-up meeting, we schedule a one-on-one meeting with the parent and the parent coordinator. Our goal is to have parents complete the process one month after their child has registered.

3. The ELL Program Coordinator, Sobeida DeJesus, will distribute the entitlement letters based on the results of the LAB-R. The coordinator prints and fills out the forms and then distributes these letters to the classroom to be sent home. Parent Surveys and Program Selection Forms are cross-checked by the ELL Program Coordinator after the parent orientation meetings. We continuously present the parent orientation meetings until we have 100% attendance. If a parent is unable to attend one of the numerous orientation meetings, we offer one-on-one meetings at their convenience to inform them of their options in New York City. All ELL forms are stored in each student's cumulative folder which are housed in a filing cabinet in the main office. In this file cabinet we have a copy of the HLIS, the entitlement letters, and the Parent Selection Form for all new ELL's.
4. Our parents have consistently chosen the Freestanding ESL model of instruction, therefore our two teachers who have a bilingual extension push-in to classrooms during the day to service our ELL's. In this way we are honoring parent choice. Out of our 206 students, we have 2 identified ELL's in a push-in model of freestanding ESL.
5. Our numbers have grown by two students. The parent trend in choice has consistently been Freestanding English as a Second Language. All five parents of ELLs have requested Freestanding English as a Second Language.
6. We are aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	0	2	0	1								5
Total	1	1	0	2	0	1	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	5	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	1
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	0

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	1	1	0	2	0	1	0	5						

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).
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?

1. Instruction for our English Language Learners is done through a push-in model and pull-out model. Through these two models Donnie Rotkin and Cordelia Castillo provide one-on-one instructional support. Cordelia Castillo will provide one-on-one instructional support to our ELLs in English and their native language when necessary. Their program covers the mandated minutes of 360 minutes to Beginner and Intermediate students and 180 minutes to our Advanced students.

2. Our five ELL students are provided with ESL support 8 periods a week, each period being 45 minutes long (for a total of 360 minutes). The ESL teacher that is bilingual will pull out the students for 4 periods during the week to provide native language support. These teachers also push in to the students' ELA writing block twice a week and their ELA reading block twice a week to provide the mandated ESL support.

3. Content area teachers make use of ESL strategies in the classroom. These include the use of a word wall, total body language when communicating to students, group activities that provide opportunities for students to read, write, listen and speak in the second language, the use of artifacts and realia and the use of a multilingual classroom library. We also support with native language materials, books, and translation when needed.

4. Other than the Spanish LAB, we do not evaluate in Native Language. We do not have TBE or Dual Language.

5a. Our plan for SIFE is to have time placed aside for the ELL provider, coach and classroom teachers to be able to plan instruction based

A. Programming and Scheduling Information

off of student need. When a student first arrives we would assess them in any manner of any new admit. From there we would work with the parents to understand the educational history of the child and how we could best support them in this transition into or back into school. We differentiate based on student need, based on this need we would cater modifications as necessary, whether this means we fill in the gaps of education through remediation or design specific modifications based on current need.

5b. Our plan for newcomers, currently we have four, is similar to our SIFE plan, steeped in individualized modifications based on need. We have been diligent in tracking down native language materials in Chinese and French to support native language support as they are transitioning into school. We have scheduled daily one-on-one remediation to meet their various language needs and support them in acquiring survival English.

5c. Our plan for our students receiving 4-6 years of service is tailored to student need. In having such small numbers of ELLs, we are able to cater servicing to meet the individual needs of each student. This year we have one student, who also has an IEP, in this category. Regardless of identifications, the ELL provider and coach work closely with the classroom teacher to interpret data to drive instruction. Through this discovery, we implement this instruction in small group work, remediation time, and classroom differentiations.

5d. Our plan for long-term ELLs receiving over 6 years would indicate that the student was a hold over in grades K-5. In this case we would work closely with all necessary providers to make sure that we fully understand the student need. This would be a very specific alignment of services, interventions, and need to make sure that we are best supporting any student falling into this category.

6. Instructional strategies and grade level materials that we utilize for students that are ELL-SWDs are the same as any interventions that we would provide any of our learners. If a student needed alternate communication devices, we would provide those to the student. We always follow and align our instruction to the students' IEP goals and needs. We provide regular time for communication between Special Education teachers, ESL providers and classroom teachers to ensure that we are meeting the needs of our students.

7. We do not have self-contained rooms, therefore we are maintaining the least restrictive environment. Our philosophy is to have all of our students in a least restrictive environment.

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

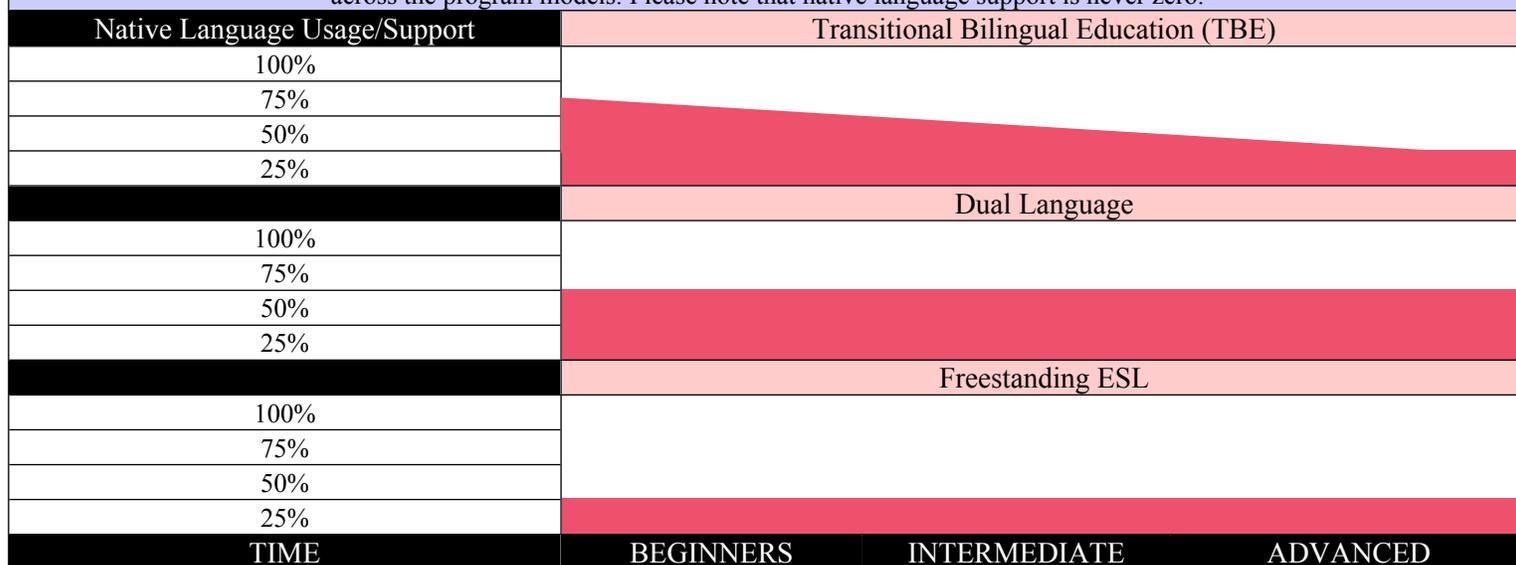
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

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?

8. Our targeted intervention programs for ELL's in ELA, math and other content areas are individualized. Since we only have five ELL's in our school we are very familiar with their learning needs and any ESL support provided during their mandated minutes will be differentiated to meet their learning goals.

9. We provide continued transitional support for ELL's reaching proficiency on the NYSESLAT by providing students in this category with bilingual dictionaries and extra time during tests and assignments. We ensure that all former ELLs that fall into this two year category are afforded all testing accommodations during this time frame.

10. We are looking to have two more of our teachers obtain their ESL certification. We are working closely with our Network ELL Coach to help these teachers work with the Intensive Teacher Institute.

11. At this time there are no plans to discontinue any programs.

12. ELL's are encouraged to participate in all programs available by the school. We ensure access to all programs by sending home all communication in the parents preferred language.

13. Each classroom in our school has at least one computer that is used by the students to enhance their learning. ELL students are encouraged to use these computers to improve their language acquisition. Through the use of technology we are able to translate documents and visualize vocabulary to help differentiate material.

14. Native language support is provided by the teachers serving the ELL students. We also use native language materials when necessary.

15. Yes. The required services support and resources correspond to each student's grade level and age.

16. During the beginning of the school year, ELL students are welcomed into the class by their teacher and students. Every student in our school is made to feel safe, secure and welcomed.

17. This is not applicable to our school. We are not a high school.

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

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.

1. This year we are working with our Network ELL Coach to provide catered professional development to our special situation, in being a small school, to all of our staff. Our coach has already worked with our parent coordinators, ESL teachers, and secretaries on the intake process and procedures through professional development. We are also planning professional development around ELL-SWDs for all of our classroom teachers and administrator. We are working with our network to involve our support personnel in professional development based around the needs of our ELLs in relation to being a school psychologist, paraprofessional, special educator, and speech provider.

This year we are working with several providers of professional development organizations that are catering PD to meet our needs. These providers are: Perceptual Development Institute and Cecelia Traugh/LIU.

2. Our staff provide support to ELL's as they transition to middle school by answering any questions they may have about this change. We reach out to the middle school and facilitate visits for our students and their families.
3. As stated in number 1, we are working with all providers to understand their goals in deepening their understanding of their work with ELLs. Due to our size, we are catering our professional development through individualized professional development either through our network support, the OELL, or other ESL PD that is offered through agencies. All of this development we are ensuring has a sign-in and a certificate of completion to maintain on file.

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?

1. Parents at CPEI are welcome and are an integral part of our team. The Parent Association offers various workshops for parents, events, fundraisers, performances and cultural celebrations. We ensure that all parents are included by providing all communication about activities are sent in English and the parent preferred language.

2. The Community Based Organizations that we work with are: Harlem Family Institute, Opus 118, Northside Center for Child Development, Central Park conservancy, Perceptual Development Institute.

3. The needs of parents are evaluated in a variety of ways. At the beginning of the school year parents are given a survey to complete where they indicate what their needs are as well as identify areas where they can provide assistance to other parents. Our teachers are directly in contact with the parents of their students as well. Parents communicate to their child's teacher what their needs and concerns are as they relate to their children's academic achievement.

4. Based on the results of the school's parent survey, parents are satisfied with the activities the school offers them and their involvement in school activities.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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:

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)
Julie Zuckerman	Principal		11/10/11
	Assistant Principal		
	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
Donnie Rotkin	Coach		11/10/11
	Coach		1/1/01
Benjamin Halioua	Guidance Counselor		11/10/11
	Network Leader		1/1/01
	Other		1/1/01