



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** CENTRAL PARK EAST HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 04M555

**PRINCIPAL:** BENNETT LIEBERMAN **EMAIL:** BLIEBERMAN2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GERI TAYLOR-BROWN

**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
Bennett Lieberman	*Principal or Designee	Signature sheet on file in school and also scanned into a pdf document which can be emailed upon request
Franco Muzzio	*UFT Chapter Leader or Designee	
Victoria George	*PA/PTA President or Designated Co-President	
Andre Cloud	DC 37 Representative, if applicable	
Bria Murray Demi Herrera	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Melissa Fleming	Member/ Teacher	
Kelly Cooper	Member/ AP	
Mayra Messi	Member/AP	
Sherry Lisbon	Member/PC	
Margaret Perry	Member/Parent	
Rose Marie Fuller	Member/Parent	
Laura Smykla	Member/Teacher	

## **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.

Central Park East High School will maintain a graduation rate above 80% and award an Advanced Regents designation to at least 5% of graduates. Formerly, the school has never awarded more than 1% of diplomas with an Advanced Regents designation and the 2010-2011 school-year was the first year in the history of the school with a graduation rate at or above 80%.

### **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.

Historically, Central Park East High School has had a graduation rate that was just at, or below, the city and state average. Over the past 7 years we have increased the graduation rate by over 30% to an all time high of 80.6%. Due to our consistent improvement in test scores and graduation rate, we moved the school off of the preliminary SURR list six years ago and off of the SRAP list three years ago and become a School in Good Standing. With these goals achieved, our needs assessment indicates that we have a lot of progress to make in preparing our students for college-readiness. The city's 2011 School Report Card reveals that we outperformed city high schools in preparing students for challenging course work, but also shows us that our students are 15% below the city average in outcomes on the city's standards for college preparedness on the English Regents, the multiple Math Regents, and the Critical Reading and Math portions of the SAT on the College Readiness Index. Additionally, our college enrollment rate also lags approximately 12% points behind the city average. Even though this data was culled from an incredibly small sample size (62 students in the 2007 Cohort), and we recognize that large swings occur with such a small sample size, we are focusing on adding more strategic resources and quality personnel in the development of a more targeted and rigorous curriculum which will promote better results in these metrics and better post-secondary success for our students.

### **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.
- The school spent \$16,000 on a targeted fundamentals building SAT Preparatory Program with an external partner - Revolution Prep. The school's guidance staff identified and targeted specific 11th grade students whose PSAT scores showed them within range of meeting criteria necessary for acceptance to competitive four year colleges. The school also trained its own staff to teach the "fundamentals" portion of the program, while the SAT/ACT portion of the class will be taught by Revolution Prep personnel. For students who did not qualify for the Revolution Prep SAT program, the school offers another free SAT/ACT Prep Program through its partner Project Rousseau, a mentoring

partnership with Columbia University. With both programs combined, the school now offers free SAT/ACT prep for 65 students.

- This year, approximately 25 students will take the Physics Regents. This culminates two years of the development of a Physics curriculum that the school had not previously offered.
- The school now offers and encourages all students to complete four years of Regents level or higher Math and Science. This includes Regents level Living Environment, Earth Science, Chemistry, Physics, Algebra, Geometry, Algebra II / Trig, Pre-Calc, and AP AB Calculus
- For students that have struggled on achieving a level of mastery, as indicated by a score of an 80% or higher, on the English and Math Regents exams the school offers additional Regents preparatory classes.
- This year for the first time, approximately 90 students are programmed into three different Advanced Placement classes: US History, ELA Composition, and AB Calculus. Two of the three staff members were recently trained by College Board and had their curricula approved by College Board, while the third teacher's curriculum was previously approved.
- The school applied to and was accepted into the ILearn program. This program will allow us to use multiple online learning platforms to remediate learning deficiencies, provide credit recovery and implement two new AP classes that the school has not previously provided – therefore allowing us to target kids at all levels of the learning spectrum to increase their chances of an on-time graduation as well as increasing their chances of earning an Advanced Regents diploma designation.
- The school applied to and was accepted into the Secondary Literacy Pilot (aka Text Complexity pilot). This is a PD opportunity from the Network Level that will allow us to create a working group of core content area teachers to explore in-depth instructional strategies to make advanced high school level texts more accessible to our students that struggle with literacy
- We have completely re-vamped our delivery of AIS this year. With a DOE approved UFT SBO vote we have created a highly targeted very flexible and completely collaborative content driven program to serve high needs kids as well as advanced level kids in small group settings five days per week.
- Administration has completely re-vamped its observational procedures to comply with the new DOE-wide roll out of the use of researched based instructional rubrics.
- Data Specialist, Assistant Principal Kelly Cooper, will coordinate with professional development committee and Inquiry Team to continue targeting in-house PD to teacher and student needs.

#### **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.
- Annual distribution of the Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and continue to be a life long learner.
- A flexible number of PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.
- A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.

- Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports. Newsletters from Parent Coordinator and School newsletter will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.

**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.
- Historically, all of our teachers are highly qualified per the BEDS report, and we will continue to ensure that our HQ status will remain at 100%.

**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.

The school, in order to achieve this goal, will continue to partner with local Community-Based Organizations that provide critical supplemental supports to our students. These Federal, State and locally funded organizations include but are not limited to:

- 1Step Up – A clinically based support program for our most At Risk students - One Gustave Levy Place , Box 1230 New York, New York 10029
- East Harlem Tutorial Program - 2050 2nd Avenue Manhattan, New York 10029
- Mount Sinai Hospital - 1425 Madison Avenue New York, New York 10029
- Harlem Community Justice Center - 170 East 121 Street New York, New York
- North Central Hospital - 1879 Madison Avenue New York, New York 10035
- Phoenix House - 164 West 179 Street New York, New York 10023
- St Lukes' Roosevelt Clinic 411 West 114th Street New York New York
- The Door (Center of Alternative Inc) 121 Avenue of the America New York, New York 10013
- S.T.E.P.S. Support for Training and Education Program Services Vocational Center 1325 5th Avenue New York, New York 10035
- Milbank (Children Aid Society) 1432 West 118 Street New York, New York 10029
- Boys and Girls Harbor 1 East 104 Street New York, New York 10029
- Girls, Inc. 64 Beaver Street NY, NY
- Search and Care 1844 Second Avenue (95th-96th) Manhattan, New York
- Community Healthcare Network - Helen B. Atkinson Health Center 81 West 115th Street New York, New York 10026
- Sponsor for Education Opportunity 55 Exchange Place Suite 601
- Project Rousseau – SAT Prep and Mentoring from Undergraduates at Columbia University
- The Harlem Football Company – Academic enrichment for our student athletes
- Radio Rootz – After-school programming that focuses on media and literacy
- Revolution Prep – Fundamentals and SAT/ACT prep
- Young Audiences NY, after-school arts programming in dance, drama, and voice

**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.
- The school uses all funding streams provided to it by local, state, and federal agencies. These include all FSF and Title I categories in personnel, OTPS, and per session allocation categories. Over the past three years, as the city and state have reduced their funding to our school, we have developed and implemented additional partnerships, after-school programs, and class offerings. As we have been given less funding the school has consistently provided more. We have accomplished this by developing solid, long-term, external partnerships that do not rely solely on the school for funding. Per session allocations are used to hire teachers to run after school programs, OTPS categories are used to purchase software, hardware, supplemental and primary academic materials along with the services of some of our after-school partners. FSF and Title I Allocations are used to hire personnel that are HQ and provide the required Special Education, ESL and State mandated core curriculum. In addition, the school actively seeks grant opportunities to provide sorely needed supplemental funding to work with external partners to provide academic and arts based after-school programming.

## 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.

25% of our under-credited students will earn the required credits to be grade promoted to the next respective grade level by the end of the 2011-2012 school year.

### **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.

The needs assessment for this goal was conducted through an analysis of the Credit Accumulation category from the past four years in the Progress section from the City Report Card for the school - with a more detailed analysis focused on the past two years. For the past four years the school has received an A in this category, but the A's have generally been on the lower end of the scale. Two years ago the overall percentage of students earning enough credits for grade promotion was 87%, while the average last year was 87.6%. Obviously the difference is not statistically significant and the overall numbers show our school achieving a low A according to the City's comparative analysis of our performance in this progress metric when compared against our Peer Group as well as High School's city-wide. Accordingly, our needs assessment tells us that we have work to do in this category which is why we have identified it as a school-wide goal.

A more detailed look at these data points takes us to an analysis of how our students in the Lowest Third perform in this category. Two years ago all students in the Lowest Third category had a positive credit accumulation rate of 82.2%. Last year, even though the overall rate of credit accumulation increased slightly, the rate for those in the Lowest Third decreased to 74.8%. This was a 7.4% decrease, which mainly occurred amongst 2nd year students in the Lowest Third - who had a 66.7% pass rate. Our assessment of this data leads us to believe this is due to various factors:

1. An increase in enrollment combined with a decrease in funding which has resulted in larger class sizes and less personalized attention for students,
2. An across the board school-wide raising of academic standards for what constitutes a passing grade (quality and content of student work) in our core academic classes, and
3. The introduction of new and more difficult Regents Level classes, in addition to AP classes

After assessing the 30 individual students that comprised the 2nd Year Lowest Third Group, we recognize that many of the students in this category that failed to show progress did so because of two main reasons:

1. Lack of support systems at home to deal with long-term learning and emotional difficulties some of which are professionally diagnosed, other of which are not, and

2. Due to lack of important support systems, these specific students exhibit chronic low self-esteem, low academic and social self-worth, and deep-seated long-term academic deficiencies.

This assessment of the underlying factors affecting our credit accumulation has driven the new strategies and activities that we have implemented this year to stop, and then reverse that trend. Specifically, the school has designed, developed, and implemented a tremendous number of resources on behalf of our current 11th graders, who as 10th graders last year, scored lower than any other group in this metric, as mentioned before.

#### **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.
- All students identified in the Lowest Third or struggling in general have been assigned multiple mentors, supplemental homework help opportunities, and have been invited to work with community CBO's to provide missing or additional social and academic structures. This work has already begun and is on-going. Grade Level teams have already assigned teacher mentors while guidance personnel have also matched these students with Mentors from our CBO partner Project Rousseau. Guidance personnel have also invited identified students to join our after-school partners EHTP and Step-Up. Additionally, Peer tutoring networks for each grade level have already been established and are flourishing after school. For students that have been identified by teachers as having undiagnosed cognitive learning disabilities, referrals to the school's psychologist and SBST Team have been made with and without parental approval.
- Students will be individually programmed each semester so that they are enrolled in coursework needed to earn credits necessary for grade promotion.
- Students will receive Academic Intervention Services five days per week in the morning in targeted areas through the school's DOE approved UFT SBO vote.
- Students will be enrolled in AVENTA on-line credit recovery courses as appropriate.
- Students will meet with their assigned guidance counselor one-on-one bi-weekly for at-risk counseling.
- Guidance counselors and external / internal mentors will track student class performance utilizing the Edline/Easy Grade Pro web-based progress reports and use that information to provide guidance and support.
- Teachers, in their PLC's, will design and implement academic assessment, strategies and activities that align with the "Research Based Rubric" that the school is using to develop its instructional goals and conduct teacher observations.

#### **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.
- Annual distribution of the Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child,

and how the school and parents can partner together for the child to succeed academically and continue to be a life long learner.

- A flexible number of PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.
- A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
- Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports. Newsletters from Parent Coordinator and School newsletter will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
- Provide parents with frequent reports on their children's progress. Specifically, this school will provide reports as follows: a) The school will provide parents with school-wide progress reports three times per semester for a total of six times per year. In addition, parent teacher conferences held twice per year during assigned date, as set forth in the NYC DOE school calendar. b) Individual classroom teachers will provide a detailed progress report to each student at least 1 week before the end of each marking period and contact parents if a student is not being academically successful.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Central Park East High School teachers are available to parents on an as needed basis by phone, email, or for in-school conferences.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: This opportunity is always available to parents per advance agreement between parent and teacher and administration.

#### **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.
- Historically, all of our teachers are highly qualified per the BEDS report, and we will continue to ensure that our HQ status will remain at 100%.

#### **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.

The school, in order to achieve this goal, will continue to partner with local Community-Based Organizations that provide critical supplemental supports to our students. These Federal, State and locally funded organizations include but are not limited to:

- Step Up – A clinically based support program for our most At Risk students - One Gustave Levy Place , Box 1230 New York, New York 10029
- East Harlem Tutorial Program - 2050 2nd Avenue Manhattan, New York 10029
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- Phoenix House - 164 West 179 Street New York, New York 10023
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- Radio Rootz – After-school programming that focuses on media and literacy
- Revolution Prep – Fundamentals and SAT/ACT prep
- Young Audiences NY, after-school arts programming in dance, drama, and voice

**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.
- The school uses all funding streams provided to it by local, state, and federal agencies. These include all FSF and Title I categories in personnel, OTPS, and per session allocation categories. Over the past three years, as the city and state have reduced their funding to our school, we have developed and implemented additional partnerships, after-school programs, and class offerings. As we have been given less the school has provided more. We have accomplished this by developing solid, long-term, external partnerships that do not rely solely on the school for funding. Per session allocations are used hire teachers to run after school programs, OTPS categories are used to purchase software, hardware, supplemental and primary academic materials along with the services of some of our after-school partners. FSF and Title I Allocations are used to hire personnel that are HQ and provide the required Special Education, ESL and State mandated core curriculum. In addition, the school actively seeks grant opportunities to provide sorely needed supplemental funding to work with external partners to provide academic and arts based after-school programming.

### 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.
- The school's Inquiry Team and administration will collaboratively use a research based instructional rubric to provide differentiated professional development to the staff that meets their varied instructional needs and the research based rubrics' preferred instructional outcomes. Cycles of short-frequent administrative observations (4-5 per semester of un-tenured staff) will be conducted by Principal and AP's using jointly agreed upon elements of the research based rubric as areas of focus for teacher improvement and administrative observations. To support implementation the Inquiry Team will meet twice per month to plan and then implement two professional development sessions per month for the staff and every teacher will conduct 10 inter-visitations focused on specific elements of the researched based rubric that will be collected and reviewed by administration.

#### **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.

Central Park East HS has a teaching staff that is varied in their years of experience, as well as in their professional strengths and needs. Providing the teachers with rubrics to explore and improve upon critical instructional competencies helps provide common goals and a common language among staff members. Teachers will be able to use the rubrics to self-assess and to create goals based on moving up the rubric and improving their instructional practices. The rubric we use addresses the following instructional competencies: classroom management; assessment in instruction; designing coherent instruction; improving student engagement; implementing effecting questioning techniques; and establishing a culture of learning. This gives the instructor and supervising administrator multiple areas of competencies to focus on and hone, which is the very definition of differentiating an approach to instructional improvement. Additionally, this work is in full alignment with the goals generated by the NYC Department of Education and the new / pending collective bargaining agreement.

#### **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.
- Cycles of short-frequent administrative observations (4-5 per semester of un-tenured staff) will be conducted by Principal and AP's using jointly agreed upon elements of the research based rubric as areas of focus for teacher improvement.
- The Inquiry Team will meet twice per month to plan and then implement two professional development sessions per month for the staff.

- Every teacher will conduct 10 inter-visitations focused on specific elements of the researched based rubric that will be collected by administration
- Inquiry Team will provide purposeful bi-weekly professional development to the staff based on school goals, teacher's wants and needs, and new DOE initiatives,
- Inquiry team will support staff with new DOE initiatives and create activities to support understanding around the expectations and roles of each staff member.
- Professional development will be differentiated to address the varying years of teacher experience, technology experience and content area specifics,
- Required monthly inter-visitations will include a section for teachers to reflect on new strategies from the researched based rubric that they are focusing on and learning about.

#### **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.
  - Annual distribution of the Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and continue to be a life long learner.
  - A flexible number of PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.
  - A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
  - Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports. Newsletters from Parent Coordinator and School newsletter will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
  - Provide parents with frequent reports on their children's progress. Specifically, this school will provide reports as follows:
  - The school will provide parents with school-wide progress reports three times per semester for a total of six times per year. In addition, parent teacher conferences held twice per year during assigned date, as set forth in the NYC DOE school calendar.
  - Individual classroom teachers will provide a detailed progress report to each student at least 1 week before the end of each marking period and contact parents if a student is not being academically successful.
  - Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Central Park East High School teachers are available to parents on an as needed basis by phone, email, or for in-school conferences.
  - Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: This opportunity is always available to parents per advance agreement between parent and teacher and administration.

**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.
  - Historically, all of our teachers are highly qualified per the BEDS report, and we will continue to ensure that our HQ status will remain at 100%.

**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.
  - For this goal, we rely on the instructional expertise at the Network and Central levels of the DOE. We have been assigned an instructional assistant from the Network that has been meeting with the school's Data Specialist, individual teachers and groups of teachers to provide support and expertise in their work on this goal, as well as the implementation of the CCLS. The Network has also been offering and hosting professional development on the implementation and use of research based rubrics. During these network meetings instructional as well as legal personnel from central have directed us on the appropriate uses of these new instructional rubrics.

**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.
  - FSF, Title I, ARRA RTTT, and Contract for Excellence funding streams are all in use and evident to support this teacher development goal. These funding streams can be found in teacher salaries and per session categories.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	20	8	6	5	15	N/A	8	1
<b>10</b>	8	7	6	3	25	N/A	13	2
<b>11</b>	17	3	2	7	10	N/A	9	0
<b>12</b>	3	8	3	10	10	N/A	10	1

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"> <li>1. <b><u>Saturday Academy</u></b> - Regents Test Prep on Saturdays for English Regents before Regents week in January and May/June</li> <li>2. <b><u>RCT class</u></b> - Test preparation for the RCT Reading &amp; Writing for Special Education Students scheduled to take RCTs. One class offered during the Spring Semester.</li> <li>3. <b><u>Regents Review classes</u></b> - 1 class offered in Fall Semester for students who took the English Regents Exam but failed to receive a 65.</li> <li>4. <b><u>Integrated Co-Teaching (ICT)</u></b> - Collaborative Team Teaching classes for Special Education students to reduce teacher-to-student ratio in the classroom offered during the day and provide small group instruction.</li> <li>5. <b><u>Academic Intervention Services (AIS) Class</u></b> - Mandated extended time at the beginning of the day, Monday through Friday. Provides small group instruction, one-to-one tutoring and homework help to students requiring additional support, as well as utilizing Achieve 3000 Reading and Writing computer based intervention program.</li> <li>6. <b><u>Progress Reports</u></b> - Provides periodic assessments for student performance based on classroom grading policy. Handed out in class anywhere from every other week to every three weeks.</li> <li>7. <b><u>Peer Tutoring</u></b> - Provides students with extra help from other students every day after school.</li> <li>8. <b><u>Technology</u></b> - Use of technology in the classroom on a regular basis to help complement lessons and to facilitate teacher modeling of reading and writing strategies.</li> <li>9. <b><u>Literacy Strategies</u></b> - Use of a variety of literacy strategies to strengthen students reading and writing skills of fiction and non-fiction texts, build vocabulary acquisition and grammar skills, and develop fluency.</li> <li>10. <b><u>Mentoring</u></b> - Student, teacher, and external mentors are assigned to struggling students</li> <li>11. <b><u>Independent Reading of YA High Interest Texts at student reading level</u></b> -</li> </ol>

	<p>Scheduled time in English class on a consistent basis (at least 3x per week) for students to read high interest young adult books that they select and that are at their independent reading level.</p> <ol style="list-style-type: none"> <li>12. <b><u>New Library Program</u></b> – School will hire new Librarian to create a new library / literacy / research program in its brand-new library.</li> <li>13. <b><u>Achieve 300 Instructional Web Based Program</u></b> – School acquired 60 licenses for struggling readers and writers and assigns them through its AIS period</li> <li>14. <b><u>Parent Outreach</u></b> - Outreach to parents via phone, email and through parent on-line accounts where they can access student progress information, as well as hardcopy progress reports sent home so that parents are informed of their child's progress in their English class.</li> <li>15. <b><u>Diagnostic Assessments</u></b> - Diagnostic Assessments are given at the beginning of each semester to inform teachers' planning of instruction and to form groups for small group-instruction in the classroom. These are in addition to the mandatory ITA and Predictive Assessments through Acuity.</li> <li>16. <b><u>Data Inquiry Action Research</u></b> - All student data (assessments, attendance, marking period grades) are compiled electronically and analyzed as a way to inform instruction and create an action plan of targeted interventions to address the various and different needs of the students to maximize academic success.</li> </ol>
<p><b>Mathematics</b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Double block math in 9<sup>th</sup> grade</u></b> - All 9<sup>th</sup> grade students are programmed into two well aligned math classes to prepare them for the Algebra Regents in June. Daily instruction is 108 minutes per day 5X per week.</li> <li>2. <b><u>SAT prep classes</u></b> - The SAT prep takes place after school twice a week and is offered through Revolution Prep.</li> <li>3. <b><u>Integrated Co-Teaching (ICT)</u></b> - Inclusion class for Special Education students. Class reduces the teacher-to-student ratio in the classroom during regular school day.</li> <li>4. <b><u>Academic Intervention Services (AIS) Class</u></b> - Mandated extended time at the beginning of the day, Monday through Friday. Provides small group instruction, one-to-one tutoring and homework help to students requiring additional support.</li> <li>5. <b><u>Peer Tutoring</u></b> - Offers students extra help from more advanced students 4 times a week after school.</li> <li>6. <b><u>Higher level Math courses</u></b> - AP Calculus is offered to the advanced juniors and seniors. Pre-Calculus also offered to those students who are not ready to take the Advance Placement course, yet are striving to be college ready.</li> </ol>

	<ol style="list-style-type: none"> <li>7. <b><u>Elective Math courses</u></b> - School offers elective Math courses – Personal Finance and Probability &amp; Statistics</li> <li>8. <b><u>Progress reports</u></b> - Based on classroom grading policies, the progress report is handed out in each class approximately every 3 weeks. It helps the students to work effectively and supports their understanding of the constant preparation need. Motivates students to improve their grades.</li> <li>9. <b><u>Periodic assessments</u></b> - Customized Instructional Targeted Assessments help to track students' progress towards meeting the State standards</li> <li>10. <b><u>Technology</u></b> - Helps complement lessons on a regular basis. The daily use of SMARTBoard technology, TI-83+, online TI-83+, support understanding for visual and tactile learners. Students are also set up with an account with Deltamath and are often given online homework assignments.</li> <li>11. <b><u>Workbooks choice</u></b> - The supporting workbooks are targeted to prepare students for the Regents exam (e.g. Brief review for the Integrated Algebra Exam)</li> <li>12. <b><u>Literacy Strategies</u></b> - Variety of literacy strategies is implemented in all classes to support comprehension of the word problems. Among them are: Journals, Graphic Organizers, High Frequency Words Vocabulary Builder, Repeated Readings, REAP.</li> <li>13. <b><u>Class size</u></b> - The class size for students repeating a math course is limited to 20 to provide the most supportive learning environment for the students.</li> </ol>
<p><b>Science</b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Saturday Academy</u></b> - Test preparation for the RCT Science for Special Education Students scheduled to take RCT's takes place in December and January.</li> <li>2. <b><u>Regents Review classes</u></b> - Class offered in Spring Semester for students who took the Living Environment Regents Exam but failed to receive a 65.</li> <li>3. <b><u>Integrated Co-Teaching (ICT)</u></b> - Inclusion class for Special Education students to reduce teacher-to-student ratio in the classroom offered during the day.</li> <li>4. <b><u>Academic Intervention Services (AIS) Class</u></b> - Mandated extended time at the beginning of the day, Monday through Friday. Provides small group instruction, one-to-one tutoring and homework help to students requiring additional support.</li> <li>5. <b><u>Progress Reports</u></b> - Provides periodic assessments for student performance based on classroom grading policy. Handed out in class anywhere from every other week to every three weeks.</li> <li>6. <b><u>Peer Tutoring</u></b> - Provides students with extra help from other students everyday after school except on Fridays.</li> </ol>

	<ol style="list-style-type: none"> <li>7. <b><u>Technology</u></b> - Use of technology in the classroom on a regular basis to help complement lessons such as webquest projects, Smartboard, and virtual labs.</li> <li>8. <b><u>Assessment</u></b> - Use of Scantron machine to do item analysis of Regents Exams and summative classroom assessments.</li> <li>9. <b><u>Literacy Strategies</u></b> - Use of a variety of literacy strategies from newspaper, journal articles, and textbook passages for non-fiction pieces of literature. Additionally, frequent use of Graphic Organizers and High Frequency Words Vocabulary Builder.</li> <li>10. <b><u>Weekly Lab Work in Science Lab</u></b> - Our newly build Science lab is available for each teacher to bring their students in each week to have hands on experience and complete labwork.</li> </ol>
<p><b>Social Studies</b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Double Block Global for all 10th Graders</u></b> - All 10<sup>th</sup> graders have been programmed for a supplemental Global Literature class which totals 108 minutes weekly of overall class time in preparation for the global Regents. The Global Research class has been instrumental in improving our results on the global history regents. Last year, our completion metric on the City report card was 1.64, which was a .37 improvement over the prior year and put us in the 67<sup>th</sup> percentile when compared to our Peer Group, and in the 70<sup>th</sup> percentile when compared to all city high schools.</li> <li>2. <b><u>Integrated Co-Teaching (ICT)</u></b> - Inclusion for special education students. Class reduces student teacher ratio</li> <li>3. <b><u>Regents review classes</u></b> – Each year the school offers Regents Review classes to students that struggle with passing state exams during the regular school day or after school</li> <li>4. <b><u>Peer Tutoring</u></b> - Offer students extra help from older students or teachers four times a week and is targeted to different grade levels</li> <li>5. <b><u>Progress Reports</u></b> – Students and parents have access to edline.net and teachers will upload grades every two weeks</li> <li>6. <b><u>Periodic Assessment</u></b> - Assessments will help track student mastery and inform how to proceed during and after a given unit</li> <li>7. <b><u>Weekly Vocabulary Packets</u></b> – Are now in use by all regents level social studies teachers. These packets help to build content area literacy and word acquisition.</li> <li>8. <b><u>Other Literacy Strategies</u></b> - Incorporate different literacy strategies in order to allow for greater comprehension and multiple entry points; including: Reading Comprehension, Vocabulary, Identify Main Idea, Synthesis etc.</li> </ol>

	<p>9. <b><u>High Frequency Subject Words; Print Rich Classroom</u></b> – Social Studies classrooms have word walls with high frequency subject words and teachers revisit these words throughout units with targeted assessments. This includes both content and skills based HF words</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Academic Counseling</u></b> - Individual and small group counseling to provide students with transcripts, promotion and graduation requirements, and transcript audit form; teach them how to read, understand, and audit transcript.</li> <li>2. <b><u>Assemblies &amp; Class Presentations of available programs</u></b> - Keep students informed of and encourage them to participate in a variety of academic and extra-curricular enrichment programs, such as Double Discovery of Columbia University, East Harlem Tutorial Program, Girls, Inc., etc.</li> <li>3. <b><u>Referrals to Academic Programs</u></b> - Match students with enrichment and support programs based on their academic and social needs.</li> <li>4. <b><u>Peer Mediation</u></b> - Facilitate mediation between students to help resolve conflict.</li> <li>5. <b><u>Crisis Intervention/ Counseling</u></b> - Counsel students struggling with a variety of social/emotional problems that impact on their academic success.</li> <li>6. <b><u>Referral to Mt. Sinai Clinic Plus Mental Health Clinic</u></b> - Refer students who need more intensive psycho-social emotional support through individual and family therapy at our on-site mental health clinic.</li> <li>7. <b><u>Credit Recovery</u></b> - Provide students with opportunity to recover credits through attending Summer School and through staff supervised on-line credit recovery coursework.</li> <li>8. <b><u>Referral to Vocational Programs</u></b> - Refer students who struggle academically, but show ability and interest in Work Study programs as a way to keep these students engaged in learning and pursuing a high school diploma.</li> <li>9. <b><u>Referral to appropriate alternative placement</u></b> - Assist students and their families in seeking a more appropriate school placement where student can receive academics in a more appropriate environment.</li> <li>10. <b><u>Student/Teacher Conference</u></b> - Have conference with a teacher and student who is having difficulty being successful in a specific class to facilitate a conversation whereas the student and teacher can express their needs and devise a course of action for improvement.</li> <li>11. <b><u>Family Outreach</u></b> - Contact and conference with parents both on the phone and face-to-face to discuss student's academic progress and possible supports available to student.</li> </ol>

<p><b>At-risk Services provided by the School Psychologist</b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Helps All Students</u></b> - Including gifted students, underachievers and those with disabilities make the most from their educational experiences.</li> <li>2. <b><u>Identifies Problems</u></b> - In students' emotional health or academic performance and in the way the school system meets students' needs.</li> <li>3. <b><u>Solves Problems</u></b> - Through direct contact with parents, teachers and students, and recommends special programs or teaching methods.</li> <li>4. <b><u>Helps Schools and Families</u></b> - Create classroom and home environments best suited to the needs of the students.</li> <li>5. <b><u>Consults</u></b> - Talk with parents, teachers and school personnel about how to best help students learn and grow.</li> <li>6. <b><u>Assesses</u></b> - Students are observed in the classroom, interviewed and tested to check: <ul style="list-style-type: none"> <li>* Academic achievement</li> <li>* Learning aptitudes</li> <li>* Social Skills</li> <li>* Self-help skills</li> <li>* Physical and motor development</li> <li>* Personality and emotional development</li> <li>* Vocational interests</li> </ul> </li> <li>7. <b><u>Conducts</u></b> – A full battery of social / emotional and academic testing of students referred for an evaluation for the possible placement into a special class.</li> </ol>
<p><b>At-risk Services provided by the Social Worker</b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Attendance Outreach</u></b> - Contact parent/guardian of students who are absent or cut classes.</li> <li>2. <b><u>Short-term Family Counseling</u></b> - Outreach to families to determine/assess the underlying causes of students' maladaptive behaviors such as problems with attendance, poor behavior in classrooms or signs and symptoms of mental illness such as depression or anxiety. Social Worker will make the necessary referral to appropriate agency, mental health treatment, and/or other community-based organizations.</li> </ol>
<p><b>At-risk Health-related Services</b></p>	<ol style="list-style-type: none"> <li>1. <b><u>Individual Counseling</u></b> - Service provided in accordance with an individualized service plan on a one to one basis, to those participants who meet the admission criteria as set forth in the prevention provider's admission/participation /discharge procedures.</li> </ol>

2. **Group Counseling** - Service provided in accordance with an individualized services plan to participants in ongoing groups dealing with specific problem and issues which contribute to patterns of behavior which are or could become dysfunctional.
3. **Family Counseling** - Counseling service which includes the parents or guardians, family members or significant others for the purpose for discussing alcohol, other drug use/abuse, or dysfunctional/potentially dysfunctional behavior that impacts adversely on the family system.
4. **Peer Mediation** - Facilitate mediation between students to help resolve conflict.
5. **Crisis Counseling** - A short-term activity designed for persons in need for immediate assistance. Crisis contacts are limited to three ongoing contacts.
6. **Assessment** - Evaluation of an individual's situation and /or behavior to determine the following: If the individual is at risk; the level of any actual involvement with alcohol and/or other drugs; and weather there is a need for admission to the program.
7. **Credit Recovery** - Provide students with opportunity to recover credits through attending both PM School, Summer School and through staff advised Independent Study.
8. **Referral** - A formal referral to an appropriate service for the purpose of assisting the participant and/or his/her significant others to access ancillary support services, specialized services and/or alcohol and substance abuse treatment services.
9. **Social/Cultural Activities** - Activities organized by the provider which heighten cultural awareness and pride, including dances, parties and field trips to theatres and museums. The services in these programs enhance development of self-concept through creative self-expression.
10. **Community Organizations** - Activities designed to unify various systems in the community (law enforcement, human service agencies, schools, businesses, parents, and clergy etc.) to coordinate efforts towards delivery of consistent prevention messages and programs.
11. **Social Skills** - Time limited with a minimum of twelve sessions provided at an intensity level of at least one time per week with specific focus on social skills training, which is based on social learning theory. It is recommended that structured and researched social skills curricula, that have been shown to produce beneficial results, be utilized in applying this prevention strategy.
12. **Professional Consultation** - The provision of information to teachers and/or

	<p>professional agency staff (internal or external) for the purpose of facilitating the delivery of comprehensive prevention services to an individual or group. This activity can also refer to providing assistance to schools, agencies, or workplaces regarding the establishment of sound research-based prevention services.</p> <p>13. <b><u>Media Campaigns</u></b> - Use of various media formats to deliver prevention messages which complement other prevention activities in the community.</p> <p>14. <b><u>Summer Programming</u></b> - Summer activities related to building stronger social skills, life skills, and learning more about drug/alcohol prevention.</p>
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**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.

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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 <b>Corrine AnselmiSumita Kaufhold</b>	District <b>04</b>	Borough <b>Manhattan</b>	School Number <b>555</b>
School Name <b>Central Park East High School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Bennett Lieberman</b>	Assistant Principal <b>Mayra Messi</b>
Coach <b>n/a</b>	Coach
ESL Teacher <b>Carrie Worthington</b>	Guidance Counselor <b>Amy Paskal</b>
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Sherry Lisbon</b>
Related Service Provider <b>Vilma Miranda</b>	Other <b>Kelly Cooper, Data Inq. Spec.</b>
Network Leader <b>Sumita Kaufhold</b>	Other

### 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	<b>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>445</b>	Total Number of ELLs	<b>18</b>	ELLs as share of total student population (%)	<b>4.04%</b>
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## Part II: ELL Identification Process

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

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

CPEHS ensures that parents understand all three program choices when students are interviewed at CPEHS. When a student enters CPEHS and the New York City Public School System for the first time, they are given a Home Language Survey by our certified ESL teacher to see if a language other than English is listed as the one spoken at home. If a language other than English is spoken at home, the student is administered the LAB-R by the certified ESL teacher within 10 school days of admission into the school in order to determine appropriate placement and services needed, if any. If the student does not pass the cut-score, the student is then considered entitled and given appropriate ESL services. Parents are informed of the ESL program available at the school as well as other ESL programs so that parents can make an informed choice. Past trends on parent choice cannot be analyzed, as all ELLs have entered CPEHS through a selective process in which they have chosen CPEHS—with the understanding that a free-standing ESL program is offered.

Central Park East High School has a stand alone ESL program. There is no Transitional Bilingual Program and no Dual-Language Program. Parent Surveys, Program Selection forms, and the information provided by the central enrollment office indicate that parents have elected to place their students in a stand-alone ESL Program. In the fall semester, parents are introduced to the program choices at an ELL parent meeting, and option letters are distributed at the beginning of each year. Parents that select to have their students enrolled in a Freestanding ESL program complete and turn in the Program Selection Form indicating that choice. The Program Selection Forms are maintained in the administrative assistant's office, as well as a copy that is placed in the individual student's cumulative records maintained in the school's main office. Parents are also encouraged and advised to attend parent conferences throughout the year. Translation services, when needed, are arranged and provided through the Translation Services Division of the NYC Department of Education for all parent meetings, workshops, and/or conferences. We also use the DOE's translation services to translate correspondence sent to our non-native English speaking families. In addition, ELL parents are contacted by the Parent Coordinator, Sherry Lisbon and by the ESL Coordinator, Kelly Morrison / Carrie Worthington (both bi-lingual Spanish / English), to discuss the educational options for their child. And finally, we distribute invitations issued by our community partner East Harlem Tutorial Program to parents of ELL's as well as the other parents in the school for a free seat in an adult ESL class.

Continued entitlement to ESL services are determined yearly based on ELL student's performance results on the NYSESLAT exam administered every spring. The school determines which students are eligible to take the NYSESLAT exam based on ATS Reports (RBDS and RLAT). ELL students remain entitled to ESL services based on proficiency levels in Reading, Writing, Speaking & Listening. Students who score proficient in all modalities are still entitled to receive services for up to 2 years if additional support and remediation is needed. Parents and students are invited to a workshop where the results of the NYSESLAT are provided, reviewed and explained.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 30

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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>										1				1
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	1	1	1	5

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	4
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	7

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	6		2	5		1	7		1		18
<b>Total</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>1</b>		<b>18</b>

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

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

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

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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

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	
<b>TOTAL</b>	<b>0</b>										

**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	4	2	4	16
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
<b>TOTAL</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>18</b>								

# 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

## A. Programming and Scheduling Information

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?

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

Beginner, Intermediate, and Advanced students are placed in an appropriate level stand-alone ESL class, which meets 5 periods each week for a total of 265 minutes. All Beginner ELLs will also receive 150 minutes of AIS Instruction in a designated AIS class and ESL push-in support 5 periods per for 265 minutes which makes for a total of 680 minutes of self-contained and inclusion ESL instruction - which exceeds the mandate. All Intermediate ELLs will also receive an additional 265 minutes of self-contained Instruction, 265 minutes of ESL push-in support 5 periods per week for 265 minutes and AIS Instruction for 150 minutes per week with the ESL teacher which also makes for a total of 680 minutes, which also exceeds the mandate.

ELL's with special needs will be appropriately placed into CTT and SETSS program classes as per their IEP recommendations, as well as be programmed into the appropriate ESL class. ATS reports showing students eligible for ESL services and proficiency levels, as well as ATS report indicating SWD and the individual student's IEP will be used to ensure that the student is programmed to receive all services of which they are entitled.

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

The language levels of the 18 ESL students are as follows:

1	Beginner
8	Intermediate
9	Advanced

Of the entitled ELLs, six (6) students have received services for three years or less; five (5) students have received services for four-to-six years; and seven (7) are considered Long-Term ELLs. CPEHS has one (1) SIFE student, who's proficiency level is Intermediate. Of the entitled ELLs, four (4) are receiving services per their IEP's.

According to the students' Home Language Surveys, in the 9th grade there are six (6) students whose L1 is Spanish; in the 10th grade, there are four (4) students whose L1 is Spanish, and one (1) student whose L1 is Bengali; in the 11th grade there two (2) students whose L1 is Spanish and one (1) students whose L1 is Malinke; and in the 12th grade there are four (4) students whose L1 is Spanish. All of these students are in CPEHS's free-standing ESL program, whether they are entitled to services or receiving on-going, transitional support.

The majority of the students are strong in listening and speaking categories, scoring mainly in the proficient and advanced levels, with the exception of two (2) students, one of which is also learning disabled and a former SIFE, and a SIFE student with only 1 year of service, both of whose scores are in the intermediate range. The majority of students continue to show more weakness in reading and writing, with one (1) student scoring in the Beginner level, seven (7) students scoring in the intermediate level and nine (9) students scoring in the advanced level. One (1) student does not have NYSESLAT scores for the last three (3) years, as her middle school failed to administer her the exam. Though all modalities are used in instruction, academic emphasis is placed on reading comprehension, grammar, sentence structure, vocabulary, and writing skills. These students have acquired basic BICS (Basic Interpersonal Communication Skills),

## A. Programming and Scheduling Information

yet are very weak in academic cognition, or CALP (Cognitive Academic Language Proficiency). All students receive daily self-contained ESL instruction, and all ESL students are mandated for Extended Time Study Hall with the ESL teacher.

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

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

When CPEHS was a Title III school it purchased the Milestones ESL programs' textbooks and workbooks and continues to use them even though we are currently not a Title III school. These textbooks and workbooks are at various proficiency levels to accommodate the different proficiency levels of the students. In addition, the ELL students's language development is supported through various instructional techniques within the classroom. Students actively engage in group work that requires collaboration and communication so that they will strengthen their listening and speaking skills. Students are given various supports with the use of graphic organizers to develop their writing skills and assist them with the organization and structure of their ideas. Students actively engage in word study that is directly connected to the texts that they are reading in class and are expected to incorporate those words in their writing as well as use them in discussion. Students also are required to have books that they read independently. These books are chosen by the student with the guidance of the ESL teacher so that they are at an appropriate reading level for the student. Students are required to practice reading strategies taught in class and also engage in writing and discussion activities with their independent reading books. For Newcomer ELLs additional support is provided through the use of picture dictionaries and other visual and auditory supports such as picture/video sound clips and audiobooks that assist with language acquisition and development. These students also receive 680 minutes of ESL services and support, which is 140 minutes greater than the amount mandated by NYS CR Part 154.

Content-area teachers are encouraged to attend workshops, such as the Q-TEL workshops to learn various techniques that they can incorporate in their instruction of their content area that will better meet the needs of the ELL students. ELL students are also programmed into morning academic intervention classes with the ESL teacher. Students who need additional academic support can receive free peer-tutoring after school or can enroll in one-on-one tutoring services that are provided free of charge through a community partnership with East Harlem Tutorial Program.

### 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:

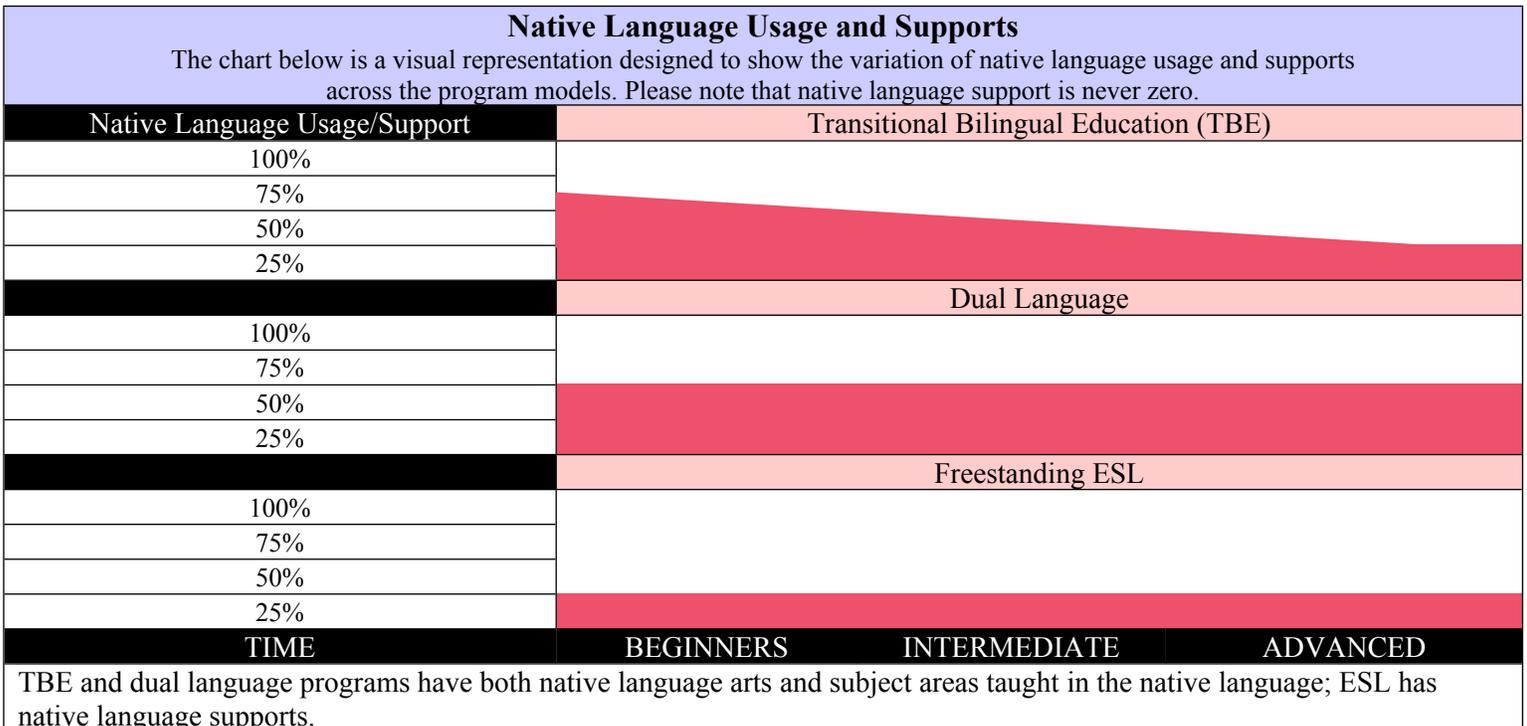
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> 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?

11 of the 18 ELL students are 9th & 10th graders. The majority of 11th and 12th ESL students who are Advanced on the NYSESLAT, still need to pass the ELA Regents. NLA will be reinforced using dictionaries in ELL's primary language. A specific focus on essay writing and reading comprehension skills to build the necessary skills for success on the ELA Regents has also been developed and implemented. Dictionaries and glossaries are available in all content area classes for ESL students.

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

ELLs are given support in learning content and academic language by having them focus on vocabulary development, use adapted materials, and receive instruction in small groups. CPEHS has extensive classroom libraries as well as a new formal library staffed by a Certified Librarian with books to serve all levels; there is also a computer lab, Media Center in the Library, and multiple classroom based laptop carts that all CPEHS teachers utilize to improve the literacy, research and language acquisition skills of its students.

English is the language of instruction in all content-area classes except for Heritage Spanish, which is offered to 10th and 11th grade students. The ELLs are engaged in a standards-based curriculum that's meant to strengthen their integrated skills while also helping them develop the higher-order thinking skills they need in order to pass standardized tests in the content areas. Teachers utilize various materials for students to use in accessing content information at various levels. Multiple texts, as well as digital supports are in place so that students have multiple entry points to the content information. In addition, the school utilizes Achieve 300 Instructional Web Based Program for struggling readers and writers and assigns them through its AIS period. This program is utilized with the ESL students during the AIS period in the morning. Tutoring is available after school in all of the content areas for those students who need additional support and mediation.

ELL students are included in all curricular and extra-curricular activities offered at the school. Daily announcements are made during students' third period class of all school offerings and flyers are posted and handed out to all students during their 3<sup>rd</sup> period class. Grade specific curricular and extra-curricular activities are planned and coordinated by their respective academic counselor and info sessions are facilitated by the counselor for these programs to all students eligible for the program regardless of ESL status or LD status. Similarly, all PSAL sports are open to all students that meet the PSAL academic eligibility.

## 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)?

N/A

## D. Professional Development and Support for School Staff

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

Professional Development takes many forms for the ESL teacher as well as the entire general education and special education staff. The ESL teacher attends inter-visitations, Network and district professional trainings, and works closely with the ELL Instructional Support Liaison who makes visits to the school to observe and offer additional support. The ESL teacher will also attend full and half day professional development as directed by the principal. In turn, the ESL teacher and AP Supervision will complete a minimum of two professional development sessions for the entire staff during regular scheduled afternoon professional development sessions which will focus on ESL instructional issues that all teachers face in their classrooms. Additionally, the professional development that CPEHS teachers participate in on a weekly basis addresses not only the issues of the four modalities, but also the development of critical thinking skills in every subject area. Teachers share student work in order to assess and re-assess the amount of academic rigor and project-based learning that goes into any given unit, and all teachers at each grade level have team meetings once a week to plan and discuss student progress. The ESL teacher meets with the grade team leaders once a week to discuss issues pertaining to the ELLs. Agendas, with staff attendance is taken at all of the professional development sessions and meetings and maintained by the principal's secretary.

Assessments will be given at:

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

These assessments will be used to aid instructional and placement decisions. Students who are not passing, or not progressing in content areas will be offered additional support through after school peer tutoring, AIS periods, one-on-one after school instruction, and Saturday classes.

## E. Parental Involvement

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

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1	0	0	0	1
Intermediate(I)										2	2	2	2	8
Advanced (A)										2	4	1	2	9
Total	0	0	0	0	0	0	0	0	0	5	6	3	4	18

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	5		2	
Integrated Algebra	13		13	
Geometry	0			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	7		4	
Physics				
Global History and Geography	8		1	
US History and Government	6		2	
Foreign Language	10		10	
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.

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

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

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

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

## Additional Information

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

## Part VI: LAP Assurances

<b>School Name: <u>Central Park East High School</u></b>		<b>School DBN: <u>04M555</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bennett Lieberman	Principal		11/10/11
Mayra Messi	Assistant Principal		11/10/11
Sherry Lisbon	Parent Coordinator		11/10/11
Carrie Worthington	ESL Teacher		11/10/11
	Parent		11/10/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Amy Paskal	Guidance Counselor		11/9/11
Sumita Kaufhold	Network Leader		11/9/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 04M555      **School Name:** Central Park East High School

**Cluster:** 1      **Network:** 108

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

**Part A: Needs Assessment Findings**

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

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

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

The data tell us that of our current students, the school has 192 students that have a home language of Spanish, 2 with a home language of American Sign Language, 1 Ablanian, 2 Arabic, 12 Bengali, 1 Burmese, 1 Cantonese, 1 Chinese, 1 Dutch, 1 French, 1 Ga, 1 Indonesian, 1 Mandinka, 1 Niger-Congo, 1 Philipino (Tagalog), 1 Portuguese, 1 Swahili, 4 Tibetan, 1 Twi, and 1 Urdu.

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

## Part B: Strategies and Activities

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

The school has the capacity in house to provide written language translation services to Spanish speaking parents and community members. Other communication is taken from the Department of ESL Services online, which has translations of formal documents readily available in a multitude of languages. For any other written translation, the school sends out what is needed to the Translation and Interpretation Unit to translate and return. For our one family that uses sign language only to communicate, the school and parent use a phone-based translation service very effectively to communicate and have used it for both one-on-one conversations as well as meetings with multiple teachers and guidance personnel at the same time.

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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