



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(SCEP)

SCHOOL NAME: CENTRAL PARK EAST MIDDLE SCHOOL

DBN 04M013

PRINCIPAL: JACOB MICHELMAN

EMAIL: JMICHELMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: ALEX ESTRELLA

09-19-2013

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Jacob Michelman	*Principal or Designee	
John Ciano	*UFT Chapter Leader or Designee	
Raymond Bolton	*PA/PTA President or	

	Designated Co-President	
Edgar Almodovar	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Iona Braiser	Member/	
Ivette McClamb	Member/	
Stacy Fairclough	Member/	
Jerome Young	Member/	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
 - Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
 - Goal development should be based on an assessment of your school’s needs.
 - The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
 - Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
 - The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

“School leaders should ensure that teachers use formative and summative assessment data as a focal point for driving school improvement and raising student achievement. School leaders should consistently monitor how teachers collect and analyze student data to group students. Discussions about data should be based on subgroup analysis, used as the basis for meetings at every level, and be at the core of all school improvement efforts to raise student achievement.”

--SQR, 4/2012, p.2

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2014, administrators and teachers will use systems that are dynamic, adaptive, interconnected, and which lead to the collection and analysis of outcomes that guide a cycle of continuous improvement and action. To measure our success, we have set the following objectives:

- By June 2014, we will have developed at least two units of study per subject area that score Level 3 (the highest level) as measured by the Understanding by Design Unit Design Standards rubric
- By March 2014, all teachers will score “proficient” or higher on the Charlotte Danielson Teacher Effectiveness Rubrics with component 3 (Assessment and Questioning)

Instructional strategies and activities

Our overarching strategy for this goal (and all Central park East Middle School Goals) is to engage faculty members at all levels of the school organization in the strategic and systematic use of data to inform decisions and actions. We are doing this by aligning our high-leverage resources to our school wide goals and creating communication systems that promote aligned, energized, and focused effort. We believe that these strategies will help us achieve our school’s ultimate mission: to educate our students to the highest personal and academic standards.

Strategy 1

Design systems for purposefully evaluating the quality of school culture and the ways expectations are developed and shared among school constituents, with a focus on making adjustments to support the expectations of the CCLS.

Activity

In weekly principal’s cabinet meetings, school leadership analyzes key sets of data¹ to measure progress toward the five Annual Goals, make recommendations for adjusting school wide instructional efforts, and monitors those adjustments.

Personnel

The principal’s cabinet, led by Principal Michelman is in charge of reorganizing and aligning the school’s high-leverage resources to the five school goals. The cabinet membership includes

- Principal Michelman, goal keeper for organizational capacity goals (Goals 1 and 5)
- Luster Chauncey, teacher and goal keeper for school wide teaching and instruction goals (Goals 2 and 3)
- Latanya Phelps, PhD, Director, goal keeper for school culture goals (Goal 4)
- Denise Petersen, Math Teacher in support of Goals 2 and 3

¹ OUR KEY DATA SETS INCLUDE: 1) NYS STANDARDIZED ELA AND MATH SCORES; 2) SCHOOL-CREATED UNIT POST TEST SCORES; 3) INSTRUCTIONAL PLACTICES INVENTORY ON WHOLE SCHOOL ENGAGEMENT; 4) LESSON PLANS; 5) CLASSROOM OBSERVATION DATA TAKEN FROM FORMAL EVALUATIONS; 6) 7 HABITS OF HIGHLY EFFECTIVE TEENS RUBRIC DATA; 7) THE NYC LEARNING ENVIRONMENT SURVEY; 8) ACUITY MATH AND ELA DATA, 8) NYC QUALITY REVIEW DATA FOCUSING ON SCHOOL CULTURE AND SYSTEMS FOR THE USE OF DATA TO INFORM DECISION MAKING

- Nicole Lorber, Special Education Teacher in support of Goals 2 and 3
- Ronald Saltz, EdD, leadership coach for cabinet members

Targets

- By June 2014, we will have developed at least two units of study per subject area that score Level 3 (the highest level) as measured by the Understanding by Design Unit Design Standards rubric
- By May 2014, we will score “proficient” or higher on the The NYC Quality Review rubrics 2.2 (Aligning assessments to curricula) and 5.1 (evaluating the quality of school-level decisions)
- By March 2014, all teachers will score “proficient” or higher on the Charlotte Danielson Teacher Effectiveness Rubrics Component 3 (Use of questioning and discussion techniques with Using assessment in instruction)

Timeline

- Cabinet meetings are weekly
- Data review for each data set is 3-5 times per year
- Cabinet sharing of overall progress with faculty is ongoing as data is collected; comprehensive review with the faculty is 3x per year at staff meetings
-

Strategy 2

Engage in a strategic planning and action planning process in which we align resources to goals and develop a culture that uses the learning cycle of planning, teaching, and assessing so that school leaders and faculty have a process in place to purposefully evaluate and adjust the use of organizational resources and the quality of teacher team work and professional development practices, with particular attention to what teachers need to learn to support student mastery of the CCLS.

Activity

Cabinet members lead teacher planning and student support teams² through the planning, implementation and reflection cycle in weekly and bi-weekly meetings while leading professional development targeted toward yielding better student outcomes.

Key Personnel:

- The instructional cabinet leading grade level teams in the planning/teaching/reflection cycle
- The Student Support team leading the Child Study Team, Guidance department, and other academic intervention teams in the planning/teaching/reflection cycle

Targets

- By June 2014, we will have developed at least two units of study per subject area that score Level 3 (the highest level) as measured by the Understanding by Design Unit Design Standards rubric
- By May 2014, we will score “proficient” or higher on the The NYC Quality Review rubrics 2.2 (Aligning assessments to curricula) and 5.1 (evaluating the quality of school-level decisions)
- By March 2014, all teachers will score “proficient” or higher on the Charlotte Danielson Teacher Effectiveness Rubrics Component 3 (Use of questioning and discussion techniques with Using assessment in instruction)

Timeline

- The instructional cabinet meets weekly
- The Student Support Team meets weekly

Strategy 3

Employ a system in which teachers develop ongoing assessments that are aligned to curriculum in weekly common planning periods to adjust

² THREE KEY STRUCTURES OF OUR STRATEGIC PLANNING ARE OUR STRATEGIC PLAN WHICH ALIGNS GOALS, OBJECTIVES, AND “GOALKEEPERS”—THE INDIVIDUALS IN CHARGE OF OVERSEEING THE WORK DEDICATED TOWARD MEETING THOSE GOALS; AN ORGANIZATIONAL CHART, WHICH SHOWS WHICH RESOURCES AND TEAMS ARE WORKING IN SUPPORT OF WHICH GOALS; A DATA WALL WHICH WE USE TO PUBLICALLY DISPLAY OUR OBJECTIVES AND THE RESULTS OF OUR DATA ANALYSES

instructional decisions at the team and classroom levels.

Activities

In weekly common planning periods, teachers develop CCLS-based assessments, which they use to group students into sub groups for developing appropriately challenging tasks.

Key Personnel

- Instructional cabinet guides the development of the assessments
- Departmental planning teams create and implement the assessments

Targets

- By June 2014, we will have developed at least two units of study per subject area that score Level 3 (the highest level) as measured by the Understanding by Design Unit Design Standards rubric
- By May 2014, we will score “proficient” or higher on the The NYC Quality Review rubrics 2.2 (Aligning assessments to curricula) and 5.1 (evaluating the quality of school-level decisions)
- By March 2014, all teachers will score “proficient” or higher on the Charlotte Danielson Teacher Effectiveness Rubrics Component 3 (Use of questioning and discussion techniques with Using assessment in instruction)

Budget and resource alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Fair student funding will be used to acquire consulting services from Replications for lesson planning and curriculum writing

Grant monies will be used for per session for planning, data management, and curriculum adjusting based on data

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

“School leaders should ensure that guidelines for lesson planning are communicated and provided to the teachers. School leaders should monitor teacher lesson planning to ensure that teachers are following guidelines. Monitoring and evaluation through lesson observations should focus on ensuring that planned instruction is being implemented.”

----SQR, 4/2012, p.4

Tenet 3: CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2014, all teachers will consistently design engaging, rigorous, and coherent curricula, including the arts, physical and health education, for a variety of learners and aligned to key CCL standards.

Strategy 1

The instructional cabinet leads weekly lesson planning workshops for all teachers in focus, coherence, rigor, application and deep understanding, using the Teacher Effectiveness Rubrics (Danielson) to divide teachers into appropriate groups and guide individualized coaching and mentoring for teachers

Activity

The instructional cabinet leads weekly lesson planning sessions for grade level teams.

Key personnel

- Network Achievement Coach
- Administrators
- Teachers
- Talent Management Coach (Danielson)
- Instructional cabinet

Targets

- By June 2014, all teachers will have an average score of “effective” or higher on the Danielson teacher effectiveness rubric component 1 (lesson planning)

Timeline

- Weekly meetings of the instructional cabinet and weekly meetings with teachers led by the instructional cabinet
- Network support working with the instructional cabinet every two weeks

Budget and resource alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe
 here: _____

Service and program coordination

Activities will take place during the school day through the scheduled teacher team meetings.

Tax levy dollars will support materials and teachers to conduct this work.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

“School leaders should provide professional development (PD) on the implementation of appropriate differentiation strategies, based on formative, interim, and summative data, and the effective use of higher order questioning to encourage development of higher order thinking skills. All students should be provided with a range of tasks and activities that address their specific learning needs, including hands-on strategies, to stimulate and engage student interest in all lessons. School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice in all classrooms. Ongoing PD should be provided for teachers to develop their ability to understand and implement differentiated learning strategies to meet the needs of all students.”

----SQR, 4/2012, p.4

Tenet #4 TEACHER PRACTICES AND DECISIONS

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2014, all teachers will consistently use instructional practices and strategies that are aligned to plans and include accommodations for groups of students with disabilities and linguistic needs of English language learners/limited English proficient students to provide timely and appropriate instructional interventions and extensions for all students.

Instructional strategies and activities

Our overarching approach for this goal is to provide teachers with skills and strategies for engaging students in CCLS based, higher order critical thinking, particularly through questioning techniques and the use of goal oriented feedback.

Strategy 1

Teachers use a protocol for monitoring their classes' engagement in higher order thinking and adjust their instructional techniques so that virtually all students are intellectually engaged in challenging, CCLS aligned curriculum.

Activity

Teachers use a protocol for monitoring their classes' engagement in higher order thinking and adjust their instructional techniques so that virtually all students are intellectually engaged in challenging, CCLS aligned curriculum.

Replications Consultant will lead per session workshops for 11 teachers on weekday afternoons, once per week to support lesson planning, unit development, and differentiation instruction to engage students in higher order thinking and learning. Teachers will rotate through sessions depending on subject area and professional need. The average teacher will participate in 9 hours of PD, approximately hours throughout the course of the year. New Teachers and struggling teachers will be prioritized.

Priority funds will be used for per diem to pull teachers 1 x month for ½ day intervisitations to support their professional growth around differencing instruction for students.

Materials will be purchased to support these teacher training sessions, including intervisitation rounds: chart paper; markers; copy paper; professional texts to support teacher learning and to be kept in the teacher resource room;

Key personnel

Outside consultant (Replications) to lead the workshops for teaching teachers the protocol and skills for raising engagement.

Targets

- By June 2014, all teachers score an average of “effective or higher on the Danielson rubrics for component 1 (lesson planning) and 3c (engaging students in learning)
- By June 2014, all teachers score an average of “effective” or higher as measured by Danielson rubrics for component 3 (using questions and discussion techniques with using assessment in instruction)
- By June 2014, the school will score a “blue ribbon” engagement profile using the IPI protocol for measuring school-wide engagement in higher order thinking

- 20% level 6
- 20% level 5
- 30% level 4
- 30% level 3
- 0% levels 1 and 2

Timeline

- Faculty workshops in January, 2014
- Coaching with teachers or administrator every two weeks

Strategy 2

Through an ongoing cycle of observations based on the criteria set by the Danielson rubrics for all components, administrators evaluate teacher performance and co-create professional growth plans, holding teachers accountable to personal growth goals as well as school wide teaching standards.

Activity

Administrators formally observe teachers monthly, evaluating teacher effectiveness through the lens of the teacher effectiveness rubrics, giving teachers feedback in writing and through discussion.

Key personnel

School administration

Timeline

All faculty members go through the formal observation process monthly

Targets

- By June 2014, all teachers score an average of “effective or higher on the Danielson rubrics for components 1 and 3
- By June 2014, all teachers score an average of “effective” or higher as measured by Danielson rubrics for component 3 (questions and assessment in instruction)
- By June 2014, the school will score a “blue ribbon” engagement profile using the IPI protocol for measuring school-wide engagement in higher order thinking
 - 20% level 6
 - 20% level 5
 - 30% level 4
 - 30% level 3
 - 0% levels 1 and 2

Budget and resource alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: _____

Service and program coordination

Priority Funds will be used to hire a Replications Consultant who will lead in school as well as after school per session workshops for 11 teachers on weekday afternoons, once per week to support lesson planning and unit development. Teachers will rotate through sessions depending on subject area and professional need, so groups of teachers will remain low week by week. The average teacher will participate in 9 hours of PD, approximately hours throughout the course of the year. New Teachers and struggling teachers will be prioritized.

Priority funds will be used for per diem to pull teachers 1 x month for ½ day intervisitations to support their professional growth around differencing instruction for students.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

School leaders should review the current PBIS program for consistent implementation. A PD plan should be created for all staff to ensure the uniform implementation of the program. The school leaders, supported by teachers, should reinforce clear behavior expectations to ensure that all members of the school community adhere to the school's code of conduct and that high behavioral expectations are consistently promoted in all areas of the school. The school leaders and staff should develop strategies to ensure consistent implementation of expectations, consequences, and incentives.

--SQR, 4/2012, p.4

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X 5.2 Systems and partnerships

5.4 Safety

— 5.3 Vision for social and emotional developmental health

— 5.5 Use of data and student needs

Annual Goal #4

To establish a deliberate system that allows each child to be well known by a designated adult who coordinates academic, social, and emotional supports in a system that positively reinforces academic success for all students. To measure our success in meeting these goals, we have set the following objectives:

- By June 2014, student's average student scores on the 7 Habits of Highly Effective Teens rubric³ will be "proficient" or higher

- By June 2014, scores on NYC Quality Review Rubric 3.4 (Establishing a culture for learning) will be proficient or higher
- By June 2014, the school will score an “8” on the NYC Learning Environment Survey in the areas of student engagement and academic expectation

Instructional strategies and activities

Strategy 1

Create a Student Support Team (SST) of academic support staff, led by a member of the Principal’s Cabinet, that is responsible for coordinating and monitoring the school’s positive behavior intervention services (PBIS) and the school’s academic intervention efforts (the Child Study Team) so that the school communicates and supports high expectations for all students.

Activity

The student support team, made of representatives from community partners and academic intervention specialists meet regularly to make and monitor plans for effectively communicating expectations connected to a path for college and career readiness and successfully partnering with families to support student progress toward those expectations.

Key personnel

- Student Support Team
 - Ilana Sitkoff, School Psychologist
 - Terry Miles, CSW, Counselor
 - Chinyere Emanuel, Guidance Counselor

Targets

³ WE HAVE CREATED OUR OWN RUBRIC BASED ON SEAN COVEY’S 7 HABITS OF HIGHLY EFFECTIVE TEENS. WHILE WE ACKNOWLEDGE THAT THERE IS LIMITED SCHOLARLY RESEARCH TO SUPPORT THIS PARTICULAR FRAMEWORK, WE SEE VERY CLOSE CONNECTIONS BETWEEN COVEY’S CATEGORIES AND GOLEMAN AND BOYZATIS’ RESEARCH ON EMOTIONAL INTELLIGENCE, WHICH HAS AN EXTENSIVE BODY OF SCHOLARLY RESEARCH SUPPORTING ITS VALIDITY IN SCHOOL SETTINGS

- An average of a 20% increase in school wide student scores on the 7 Habits of Highly Effective Teens rubric by June 2014
- An average of a 20% increase in our Learning Environment Survey scores in the areas of academic expectations and student engagement by June 2014
- A rating of proficient or higher on the NYC Quality Review Rubric 3.4 on our official 2013-14 Quality Review.

Timeline

- The SST meets monthly to review student intervention data generated by the Child Study Team and the PBIS team.
- The SST meets with faculty to review student progress 3x monthly for 35 minute meetings on Monday afternoons

Strategy 2

Conduct a systematic intervention process using a team of child health specialists (Child Study Team) who collaborate with teachers to provide ongoing supports for struggling students through a student intervention planning (SIP) process.

Activity

The Child Study Team meets weekly to review the progress of individual students whom the teachers recommend as needing Tier II or higher level support. The team creates and monitors Student Intervention Plans

Key personnel

- Student Support Team
 - Ilana Sitkoff, School Psychologist
 - Terry Miles, CSW, Counselor
 - Chinyere Emma-Iwuoha-, Guidance Counselor
 - Northview Hospital Child Psychology staff

Targets

- An average of a 20% increase in school wide student scores on the 7 Habits of Highly Effective Teens rubric by June 2014
- An average of a 20% increase in our Learning Environment Survey scores in the areas of academic expectations and student

engagement by June 2014

- A rating of proficient or higher on the NYC Quality Review Rubric 3.4 on our official 2013-14 Quality Review.

Timeline

- The CST meets weekly to review student intervention data generated by the Child Study Team and the PBIS team and to make recommendations for future action
- Representatives of the CST meet with faculty to review student progress and modify intervention plans 3x monthly for 35 minute meetings on Monday afternoons

Strategy 3

Conduct a systematic, positive behavior intervention process using a team of teachers (PBIS team) who review student cases based on discipline records and teacher referrals and make and monitor intervention plans.

Activity

The PBIS team meets weekly to review the progress of individual students whom the teachers recommend as needing Tier II or higher level support. The team creates and monitors Student Intervention Plans

Key personnel

- Student Support Team
 - Jacob Michelman, Principal
 - Ilana Sitkoff, School Psychologist
 - Karen Smith, parent coordinator
 - Chinyere Imma-Iwuoha, Teacher

Targets

- An average of a 20% increase in school wide student scores on the 7 Habits of Highly Effective Teens rubric by June 2014
- An average of a 20% increase in our Learning Environment Survey scores in the areas of academic expectations and student

engagement by June 2014

- A rating of proficient or higher on the NYC Quality Review Rubric 3.4 on our official 2013-14 Quality Review.

Timeline

- The PBIS team meets weekly to review student intervention data generated by the Child Study Team and the PBIS team and to make recommendations for future action
- Representatives of the PBIS team meet with faculty to review student progress and modify intervention plans 3x monthly for 35 minute meetings on Monday afternoons

Strategy 4

Implement an Advisory program that specifically teaches students what high expectations “look like” and that motivates them to live them so that Teacher teams and staff establish a culture for learning that systematically communicates a unified set of high expectations for all students and provides clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high-need subgroups, own their educational experience and are prepared for the next level.

Activity

In small advisory groups, teachers lead activities and discussions designed to involve students in their learning and take ownership of it. Teachers co-plan advisory curriculum during monthly faculty meetings.

Key personnel

Grade level teams for planning advisory curriculum

Targets

- An average of a 20% increase in school wide student scores on the 7 Habits of Highly Effective Teens rubric by June 2014
- An average of a 20% increase in our Learning Environment Survey scores in the areas of academic expectations and student engagement by June 2014
- A rating of proficient or higher on the NYC Quality Review Rubric 3.4 on our official 2013-14 Quality Review

Timeline

- Advisory sessions meet weekly
- Teachers meet to plan advisory collaboratively 1x per month

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title IA
 Title IIA
 Title III
 Set Aside
 Grants
 Other-describe here: _____

Service and program coordination

PBIS already is part of the fabric of the school. Priority funding will be used to provide materials such as chart paper, markers, and professional materials, and copy paper to support this ongoing work.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

“The principal, with the support of the administrative team, should create a school wide plan, stated in the CEP, to improve student achievement that clearly outlines the roles and responsibilities of staff and leaders. The plan should include goals, action plans, and PD and align all resources available in the school. The implementation of the plan should be carefully monitored, and its impact on student achievement should be measured.”

----SQR, 4/2012, p.5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

6.2 Welcoming environment

6.4 Partnerships and responsibility

X 6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

By June 2014, the school staff will consistently provide opportunities for purposeful, strategic and authentic dialogue about school achievement, development and improvement in all pertinent languages so that all parents can participate in the dialogue. To measure our progress, we have set the following objectives:

- By June 2014, students will show an average of a 20% increase school wide on the 7 Habits of Highly Effective Teens rubric
- By June 2014, the school will show an average of a 20% score increase on the parent response sections of our Learning Environment Survey
- A rating of proficient or higher on the NYC Quality Review Rubric 3.4 (communicating and supporting high expectations for all) on our official 2013-14 Quality Review

Instructional strategies and activities

Strategy 1

Create a system rich in feedback loops for communicating school goals, plans, and outcomes between all school community constituents.

Activity

The principal's cabinet leads the school in reorganization and planning process by developing plans, soliciting feedback, revising plans, and publishing plans through signage, discussion, memos and letters.

Key personnel

- Principal's cabinet

Targets

- By June 2014, students will show an average of a 20% increase school wide on the 7 Habits of Highly Effective Teens rubric
- By June 2014, the school will show an average of a 20% score increase on the parent response sections of our Learning Environment Survey
- A rating of proficient or higher on the NYC Quality Review Rubric 3.4 (communicating and supporting high expectations for all) on our official 2013-14 Quality Review

Timeline

- Principal's cabinet meetings occur weekly
- The principal leads the staff in the study of school data at monthly staff meetings
- The principal leads "town hall" discussions at monthly meetings for the parent association

Strategy 2

Engage parents in the high school planning process through workshops and meetings.

Activity

The guidance counselor holds workshops and meetings with parents in how to select a high school for their child.

Key personnel

- Guidance counselor

Targets

- By June 2014, students will show an average of a 20% increase school wide on the 7 Habits of Highly Effective Teens rubric
- By June 2014, the school will show an average of a 20% score increase on the parent response sections of our Learning Environment Survey
- A rating of proficient or higher on the NYC Quality Review Rubric 3.4 (communicating and supporting high expectations for all) on our official 2013-14 Quality Review

Timeline

- Guidance counselor workshops occur 4x per year
- The guidance counselor conducts individual parent meetings as requested

Budget and resource alignment

- Indicate your school’s Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

The principal and the parent coordinator will plan and conduct the meetings for parents.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Read 180 Read to Succeed	Small group Small class reduction push in; work with bottom third	During During
Mathematics	Kahn Academy	Small class reduction push in; work with bottom third	During
Science		Small class reduction push in; work with bottom third	During

	City Year		
Social Studies	Read to Succeed	Small class reduction push in; work with bottom third	During
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Child Study Team	Small group and one on one	During

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to ensure that our professional educators are and remain highly qualified, we have committed to:

- We will provide our teachers with opportunities to engage in looking at student work sessions through the use of a variety of protocols.
- We will showcase teachers' best practices in a variety of ways.
- We will provide teachers with an array of online professional development options
- We will provide teachers with opportunities to collaborate and reflect on teaching practices

DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING

THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's

educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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
2012-13**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ada Orlando	District 04	Borough Manhattan	School Number 013
School Name Central Park East Middle School			

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

Principal Jacob Michelman	Assistant Principal Major Fareed
Coach type here	Coach type here
ESL Teacher Monica Michalska	Guidance Counselor Chinyere Emma-Iwuoha
Teacher/Subject Area Lizette Aguilar	Parent Raymond Bolton
Teacher/Subject Area Christyn Jackson	Parent Coordinator Karen Smith
Related Service Provider Sandi Chmielewski	Other type here
Network Leader Ada Orlando	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	1
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	199	Total Number of ELLs	25	ELLs as share of total student population (%)	12.56%
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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. [i](#)

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	6

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

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
0	1	2	0	0	2	0	0	2	0	
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12																				
Number of ELLs by Grade in Each Language Group																				

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	8	9					23
Chinese							1							1
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	9	9	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

Students who have been receiving services for the past 4-6 years will receive pull-out and push-in instruction on a regular basis as outlined by their language acquisition level. Long term ELLs will receive the same support to ensure that their transition into mainstream classes is as smooth as possible. These students will be encouraged to work with a partner when possible to complete class projects and school assignments. All ELL students will receive services based on their proficiency levels. All teachers that interact with ELLs will be encouraged to fill out referral forms when they feel a student needs extra assistance with an assignment or subject matter. ste response to questions 1-7 here

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

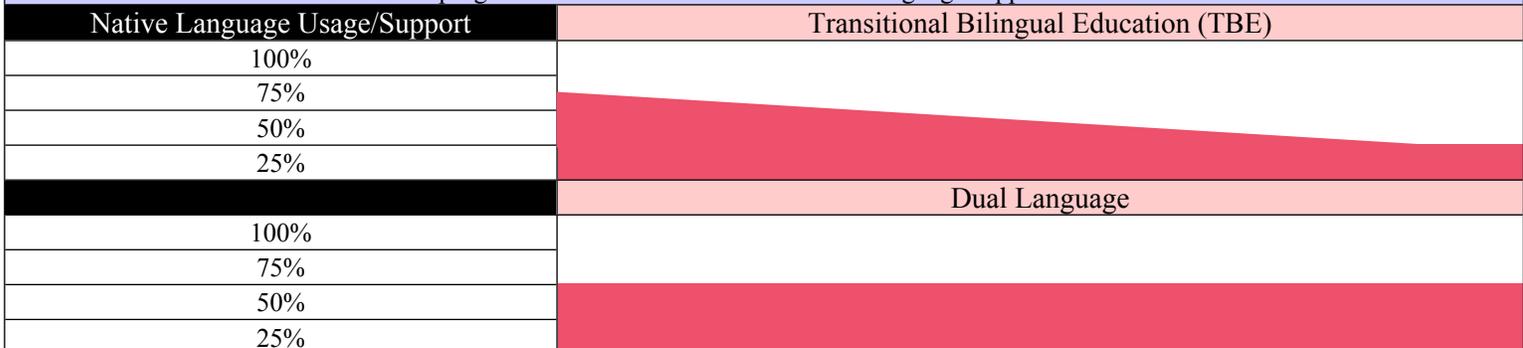
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

Our school currently offers Spanish to our 7th graders.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)							4	3	1					8
Total	0	0	0	0	0	0	7	8	5	0	0	0	0	20

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

. The tool used the by school to assess the early literacy skills of ELLs is the completion of a writing sample, as well as a reading comprehension assessment.

2. After analyzing the data of the LAB-R and the NYSESLAT it was revealed that the students are in need of reading and writing support. The intermediate students as well as the beginners are in need of speaking and listening support.

3. The patterns across the NYSESLAT modalities-reading/writing and listening /speaking-will affect instructioal decisions. The instructor chooses various strategies like graphic organizers, Think Alouds, modeling, scaffolding etc. in order to address the variety of needs the students have.

4. The patterns across proficiencies and grades indicate that the students score significantly lower in the reading and writing portions of examswhen compared to the proficient students. The classroom teachers receive the LAB-R and NYSESLAT scores and proficiency breakdown in order to understand the needs of the students they teach. The native language is used in the ESL classroom as a facilitator to learn English. The school is learning that ELLs improve in the speaking and listening much quicker and reading and writing. Therefore, ELLs need the continued support of the ESL program in order to continue to improve their English literacy skills.

5. The success of the ESL program is evaluated through exams, projects, classwork, quizzes, homework, and writing pieces.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Central Park East Middle Schoo

School DBN: 04M013

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacob T. Michelman	Principal		1/1/01

School Name: Central Park East Middle School**School DBN: 04M013****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Major Fareed	Assistant Principal		1/1/01
Karen Smith	Parent Coordinator		1/1/01
Monica Michalska	ESL Teacher		1/1/01
	Parent		1/1/01
Lizette Aguilar	Teacher/Subject Area		1/1/01
Christyn Jackson	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Chinyere Emma-Iwuoha	Guidance Counselor		1/1/01
Ada Orlando	Network Leader		1/1/01
	Other		1/1/01

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 04 Network: 412

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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