



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PARK EAST HIGH SCHOOL

DBN : 04M495

PRINCIPAL: KEVIN MCCARTHY

EMAIL: KMCCART6@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANTHONY LODICO

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
Kevin McCarthy	*Principal or Designee	
Nicholas Wolfmeyer	*UFT Chapter Leader or Designee	
Vylmarie Bennett	*PA/PTA President or Designated Co-President	
Lourdes Velez	DC 37 Representative, if applicable	
Nioka Shirley	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lidia Santiago	Member/Parent	
Brenda Harris	Member/Parent	
Diana Turull	Member/Parent	
Kyesha Ruffin	Member/Teacher	
John Antony Ambrose	Member/Teacher	
	Member/	
	Member/	

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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.

To improve Student performance by increasing the four-year graduation rate 3% in order to meet or exceed the performance of our peer group in the 2012-2013 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.

Although a trend analysis of the past 3 years shows an improvement in our graduation rate (10% plus in each of the past two years), each graduating cohort is different. The particular needs of this cohort underscore the importance of continued improvement in this area.

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) key personnel 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.
- Ongoing from the beginning of the year, staff will review of data from progress reports, Regents exams, and in-class assessments to create urgency and focus attention on the target populations.
- A review of data from scholarship data from each marking period to create urgency and focus attention on the target populations. Goals will be shaped for each class each marking period and plans to address the needs of the students who struggle most to pass classes, make promotion standards, and move toward graduation.
- Bi-Weekly meetings with department heads will be held throughout the year to review data, create agendas for department meetings and create new policies and procedures to address the needs of the target populations.
- Weekly grade level meetings in coordination with Professional Development Planning Committee (comprised of teachers, administrators, and coaches) will focus on the needs graduating seniors with special attention to subgroups.
- Creation of special Senior Holdover Advisories to provide specific academic support to marginal seniors who are a risk of not graduating
- Intensive tutoring sessions in extended day (two days a week) to provide opportunity to make up work and earn passing grades and credits
- Use of credit recovery modules on an ongoing basis to provide students the opportunity to recover credits and graduate on time.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - The school will host workshops for parents of both the senior and junior class that focus on graduation requirements, financial aid, and the college preparation and admissions process.
 - Parent Coordinator will train parents in the use of the ARIS Parent Link
 - Parent Coordinator and other staff will regularly attend PTA meetings to share information and respond to parent questions and concerns.

- Parents will be given access to the student information system (Jupitergrades.com) which includes grade books for each class and other vital information about their child's progress in each of their classes. A communication link via free email/cell phone notifications will facilitate communication between parent, student and teacher regarding individual student progress.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Since our SAPIS (who was funded by Title IV) and an attendance teacher who was supported by the school budget were laid off due to budget cuts we are unable to continue to focus on attendance improvement that has historically assisted us in improving graduation rates.
- A previously provided violence prevention grant was also cut and has deeply impacted on our ability to provide afterschool academic support and tutoring. Our afterschool program will be supported on a much smaller scale by a grant provided through a CBO (the Institute for Student Achievement).
- Special support for college preparation and counseling for at-risk freshmen, juniors and seniors will be available through programs in partnership with CBO (Union Settlement and Stanley Issacs) that are funded by NYC DYCD

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.

To improve Student Progress by increasing the percentage of students earning 10+ credits in their second and third years by 3% in the 2012--2013 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.
 - An analysis of the past 3 years shows an improvement in our progress in the area of credit accumulation and the resulting promotion rates, we continue to struggle to meet the needs of subgroups, particularly the lowest third in the middle grades. This underscores the importance of continued improvement in this area. Looking at the NYC Progress Report this year there was a bit of a reversal in the trend for the past three years so it is crucial to frame an appropriate goal for this area with special attention paid to the lowest third. The analysis of trends in the past three years indicate that second and third year students make less progress than freshmen and seniors so they are the focus of this initiative.

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) key personnel 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.
- Ongoing from the beginning of the year, staff will review of data from progress reports, Regents exams, and in-class assessments to create urgency and focus attention on the target populations (in particular the lowest third).
- An inquiry team that focuses on effective practices for serving the needs of the lowest third will meet bi-weekly to review data and analyze teacher assignments and student work samples
- A review of data from scholarship data from each marking period to create urgency and focus attention on the target populations. Goals will be shaped for each class each marking period and plans to address the needs of the students who struggle most to pass classes, accumulate credits and make promotion standards.
- Bi-Weekly meetings with department heads will be held throughout the year to review data, create agendas for department meetings and create new policies and procedures to address the needs of the target populations.
- Weekly grade level meetings in coordination with Professional Development Planning Committee (comprised of teachers, administrators, and coaches) will focus on the needs the students in second and third year that struggle most.
- Creation of special Holdover Advisories to provide specific academic support to students who have not previously made promotion standards through credit accumulation.
- Intensive tutoring sessions in extended day (two days a week) to provide opportunity to make up work and earn passing grades and credits
- Use of credit recovery modules on an ongoing basis to provide students the opportunity to recover credits.
- Programming of students for each semester into preparatory classes utilizing an AIS pullout model for small groups (no more than 5:1 ratio) at a frequency of 2X per week.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The school will establish advisories and Grade Level Coordinator positions that provide extra academic advisement and serve as additional outreach points of contact with parents.
- Parent Coordinator will train parents in the use of the ARIS Parent Link
- Parent Coordinator and other staff will regularly attend PTA meetings to share information and respond to parent questions and concerns.
- Parents will be given access to the student information system (Jupitergrades.com) which includes grade books for each class and other vital information about their child's progress in each of their classes. A communication link via automated email and cell phone messages will facilitate communication between parent, student and teacher regarding individual student progress.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Since our SAPIS and an attendance teacher who was supported by the school budget were laid off due to budget cuts we are unable to continue to focus on attendance improvement that has historically assisted us in increasing student progress and accumulation of credits toward making promotion standards.
- A previously provided violence prevention grant was also cut and has deeply impacted on our ability to provide afterschool academic support and tutoring. Our afterschool program will be supported on a much smaller scale by a grant provided through a CBO (the Institute for Student Achievement).
- Special support for academic support, college preparation and counseling for at-risk freshmen, juniors and seniors will be available through programs in partnership with CBO (Union Settlement and Stanley Issacs) that are funded by NYC DYCD

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.

To improve student progress outcomes by increasing the rates and scores on the English Regents. An increase of 3% Regents Pass Rate for English Regents (relative to our NYC Progress Report peer group) expected by the end of the 2013 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.
- Although a trend analysis of the past few years shows some improvements in our progress in the area of Regents exam results, we continue to struggle to meet the needs of subgroups, particularly the lowest third. This underscores the importance of continued improvement in this area. Looking at the NYC Progress Report this year, although there was good performance in some areas, the performance of our students on the English Regents lags behind the gains made on other exams. This is particularly true when our performance is compared to our new peer group. For these reasons, it is crucial to frame an appropriate goal for this area with special attention paid those students who continue to struggle.

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) key personnel 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.
- Ongoing from the beginning of the year, staff will review of data from progress reports, Regents exams, Mock Regents, and in-class assessments to create urgency and focus attention on the target populations (in particular the lowest third).
- A review of data from scholarship data from each marking period to create urgency and focus attention on the target populations. Goals will be shaped for each class each marking period and plans to address the needs of the students who struggle most to pass the English Regents.
- Bi-Weekly meetings with department heads will be held throughout the year to review data, create agendas for department meetings and create new policies and procedures to address the needs of the target populations. Literacy strategies in content areas that can support student performance on the English Regents will be a consistent agenda item for these meetings.
- Weekly grade level meetings in coordination with Professional Development Planning Committee (comprised of teachers, administrators, and coaches) will focus on the needs the students that struggle most to pass the English Regents.
- Creation of special Holdover Advisories to provide specific academic support to students who have not previously passed the English Regents.
- Each marking period, individualized Regents prep and tutorial plans for students who have not passed in prior administrations of the exams will be created.
- Intensive tutoring sessions in extended day (8 sessions minimum) in the weeks before the January and June administrations of exams to prep students for exams.
- AIS pullout provides small group instruction daily to students in Math and English Mock Regents exams used in fall and spring semester to provide formal practice and predictive assessment.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The school will establish advisories and Grade Level Coordinator positions that provide extra academic advisement and serve as additional outreach points of contact with parents.
- Parent Coordinator will train parents in the use of the ARIS Parent Link
- Parent Coordinator and other staff will regularly attend PTA meetings to share information and respond to parent questions and concerns.
- Parents will be given access to the student information system (Jupitergrades.com) which includes grade books for each class and other vital information about their child's progress in each of their classes. A communication link via automated email and cell phone messages will facilitate communication between parent, student and teacher regarding individual student progress.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Since our SAPIS and an attendance teacher who was supported by the school budget were laid off due to budget cuts we are unable to continue to focus on attendance improvement that has historically assisted us in increasing student progress and accumulation of credits toward making promotion standards.
 - A previously provided violence prevention grant was also cut and has deeply impacted on our ability to provide afterschool academic support and tutoring. Our afterschool program will be supported on a much smaller scale by a grant provided through a CBO (the Institute for Student Achievement).
 - Special support for academic support, college preparation and counseling for at-risk freshmen, juniors and seniors will be available through programs in partnership with CBO (Union Settlement and Stanley Issacs) that are funded by NYC DYCD

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To increase parent involvement and communication, focusing on developing new methods of communication and sharing of academic data.

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.

Based on the environment surveys from the past few years, Park East has room to grow in this area. Although the results from these surveys indicated this, there is also anecdotal data that points to an interest by parents to facilitate, increase, and improve communication with parents and families. Additionally, the members of the PTA and SLT expressed an interest in framing a goal in this area early in the school year.

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) key personnel 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.
 - Parents Teacher Association meetings will be planned to coincide with other parent events focused on celebration and socializing.
 - Workshops will be held to set up email addresses for parents and provide instruction for using Jupitergrades.com student information system.
 - Workshops on health issues such as diabetes, asthma, etc.
 - Workshops topic--Bullying and cyber-bullying
 - Workshop topics--School security and safety related to new emergency procedures and general response protocols.
 - Workshop topic--Financial Aid and the College Application process

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Since this is a goal to increase parent involvement, the strategies to increase parent involvement are inherent.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - A private grant provided through a CBO (the Institute for Student Achievement) will help to offset the cost of other programs by providing per session resources for curriculum development and committee work. This will free up some funding that would have otherwise been spent on those activities and programs so that they can be applied to work on this goal.
 - Special support for academic support, college preparation and counseling for at-risk freshmen, juniors and seniors will be available through programs in partnership with CBO (Union Settlement and Stanley Issacs) that are funded by NYC DYCD—these programs provide for some funding to focus on parent outreach and workshops.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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	Tenth graders are programmed for a double period of English. These classes are designed to provide students with, among other things, reading comprehension strategies, vocabulary building, and strengthening overall literacy skills.	Small group with additional tutoring available.	Classes meet every day.
Mathematics	We are providing students identified as needing academic intervention in math with both small group and one-to-one tutoring through an in-school pullout program. everyday, except Wednesday, from 8-9am.	Students will be served in small group pull out and also have the opportunity to attend additional tutorial sessions	Classes meet every day, and tutoring sessions are every day except Wednesday, from 8-9am.
Science	All students are afforded the opportunity to avail themselves of early morning tutorial sessions. The primary focus of these sessions is to build test	Small group/Tutorial	Sessions are scheduled from 8-9am Monday, Tuesday, Thursday and Friday

	taking skill.		
Social Studies	All students are afforded the opportunity to avail themselves of early morning tutorial sessions. The primary focus of these sessions is to build test taking skill.	Small group/Tutorial	Sessions are scheduled from 8-9am Monday, Tuesday, Thursday and Friday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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.

- A hiring committee including administrators, teachers and students will recruit and screen candidates through a process of interview and demonstration lessons to ensure that we attract highly-qualified teachers.
- Mentors will be assigned to support struggling and un-qualified teachers
- Teachers on a tenure track will participate in a special group called the Tenure Academy that supports the development of the practices of the teachers so they become highly qualified
- The pupil personnel secretary will work closely with the HR Director on the network team to ensure that non-HQT meet all required documentation and assessment deadlines

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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.

**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 Terry Byam	District 04	Borough Manhattan	School Number 495
School Name Park East High School			

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

Principal Kevin McCarthy	Assistant Principal Suzy Ort
Coach type here	Coach type here
ESL Teacher Caroline Worthington	Guidance Counselor Keith Canton
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Xiomara Rodriguez
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	357	Total Number of ELLs	18	ELLs as share of total student population (%)	5.04%
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Part II: ELL Identification Process

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

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

1. When completing the HLIS, the guidance counselor, parent coordinator, and AP, work as an informational team to help the parent completely understand what ELL programs and options are offered at the school. The program selection form is also given to the parents since many parents never return. This informs the school staff where their child should be placed before the LAB-R. After the LAB-R all parents are informed by mail, regarding their child's entitlement and placement. Currently, our school offers only an ESL Freestanding program so, if the parent doesn't feel that this is appropriate for their child, after the informational session, then the parent has the option of requesting a transfer to a school that offers the desired program. Students new to the NYC system are administered the LAB-R for entitlement and placement. This is done within the first 10 days of school. Parents are informed about the state's annual NYSESLAT Exam for which data is collected regarding progress and/or which communication skill(s) to improve. This is the only exam an ELL can be removed from ESL services.
2. After viewing the video on program selection, the parents fill-out the forms. The form is returned to the AP, who evaluates the forms and adjusts student programs to satisfy their needs. Parents are informed by mail. The Parent Coordinator will call parents for special events or for academic intervention services. Between 1-8 school days, a student is placed in a program selected by the parents.
3. All entitlement letters are mailed with contact information so that parents may call for clarification. This happens in the beginning of the year for those students who took the NYSESLAT. LAB-R testing for new admits happens all year round; therefore parents are informed via mail regarding the LAB-R results and entitlement.
4. Covered in question number 1
5. Most students come to our school already having chosen ESL or being served in ESL in previous schools. There has been no significant request for other programs and consequently, the major trend is for students to stay at the school rather than seeking transfer to another school that provides other programs.

6. All ELL programs satisfy parent request

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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										1	1	1	0	3
Total	0	0	0	0	0	0	0	0	0	1	1	1	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	4
SIFE	0	ELLs receiving service 4-6 years	6
		Special Education	0
		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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

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	
Dual Language										0
ESL	4	0	0	6	0	0	7	0	3	17
Total	4	0	0	6	0	0	7	0	3	17

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											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										2	3			5
TOTAL	0	2	4	0	0	6								

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	3	5		13
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	2			4
TOTAL	0	0	0	0	0	0	0	0	0	7	6	5	0	18

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?

1. How is instruction delivered?

- A. The organizational model is self-contained. ELLs are placed according to NYSESLAT and LAB-R scores.
 - B. Classes are un-graded with the mixed proficiency levels.
 - C. The instructional approach involves comprehension strategies with a focus on reading and writing skill development for content areas. Students receive language development and second language acquisition skills in one class and exposure to literature in content area classes. The lessons are thematic based which exposes students to content knowledge. Teachers collaborate during Common Planning Time for which thematic units and marking period projects and assessments are developed.
2. The Assistant Principal with the guidance staff carefully evaluate NYSESLAT and LAB-R scores to determine the instructional minutes. Our instructional time per week for ELLs go beyond the required time under CR Part 154. This includes ESL, ELA, and ELA instruction. Each class period is 39 to 43 minutes depending on the day of the week. The Beginning level receives 630 minutes of services; the Intermediate level receives 420 minutes of services, and the Advanced levels receive 210 minutes of ESL and 210 minutes of ELA. Instructional time is calculated per amount of period, per day times 5 days.
3. The content area classes use English as the LOI and utilize ESL methodology (mainly through scaffolding). The instruction has to be planned, and also how to deliver instruction for every ELL must also be planned and practiced. This happens during our PD sessions and common planning time. The instruction has to be rich in literacy and content. The language development must be scaffolded; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world. The teachers enrich and reinforce vocabulary that is essential in comprehending content knowledge. The ESL teacher integrates comprehension strategies in her daily planning,

A. Programming and Scheduling Information

- 4A. We do not generally have SIFE in our classes. We seek to identify ELLs that have had an interrupted formal education. If they are identified, they are placed in a self-contained program, 5 times-per-week for 90 minutes. Students will explore and develop literacy skills. The students also have one ELA class where they are exposed to literature and literary elements in anticipation of the ELA Regents. Classes are in the provided leveled libraries and new books are introduced regularly.
- B. All newcomers and/or those who score below cut score (B) on the NYSESLAT are placed in a double period language development class (R) daily along with a daily ELA class on the same level that is literature-based (T). If the NYSESLAT is not available, then a LAB-R test is given to determine the appropriate ESL level for students. Further, AP and Guidance Counselors determine students' course of study. The annual NYSESLAT will determine if the ELLs are progressing. Moreover, we have an on-going after-school program and the ESL teacher has had training on comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This also aligned and reinforced in ELA classes.
- C. ELLs receiving 4 to 6 years of service have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and exposing them to rich, authentic texts. Students have daily reading with a guided activity that the teacher models. Usually, the activities involve activating prior knowledge and making connections to their daily lives. All ESL teachers have had training in comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This also aligned and reinforced in NLA and ELA classes.
- D. Long-Term ELLs who are six years or more in an ESL program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. These ELLs are also recommended to attend the after-school instructional program and/ or credit recovery. This year, we are tracking students by using available data systems like ARIS to see if they are passing classes and making progress by using NYSESLAT scores. These students receive Academic Intervention Services from our instructional programs that range from ESL Literacy to Regents Prep. The ESL teacher has had training in comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements.
- E. Students that have special needs receive ESL services which is determined by their LAB-R and/or NYSESLAT scores. These students are encouraged to attend after-school.
6. Teachers of ELLs and SWDs use leveled libraries and other ancillary texts as well as using texts used in content area classes in order to differentiate support according to student's needs. Particular emphasis is put on language development intrinsic to content areas (e.g. science-specific vocabulary) Curricula are developed in collaboration with teachers in content areas and support for ELL--SWDs is specifically addressed in this collaboration in order to accelerate English language development.
7. The school organizes and schedules common planning time in order to facilitate the collaboration of teachers in developing more personalized and differentiated curricula and instructional practices to benefit the diverse needs of ELL-SWDs.

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:

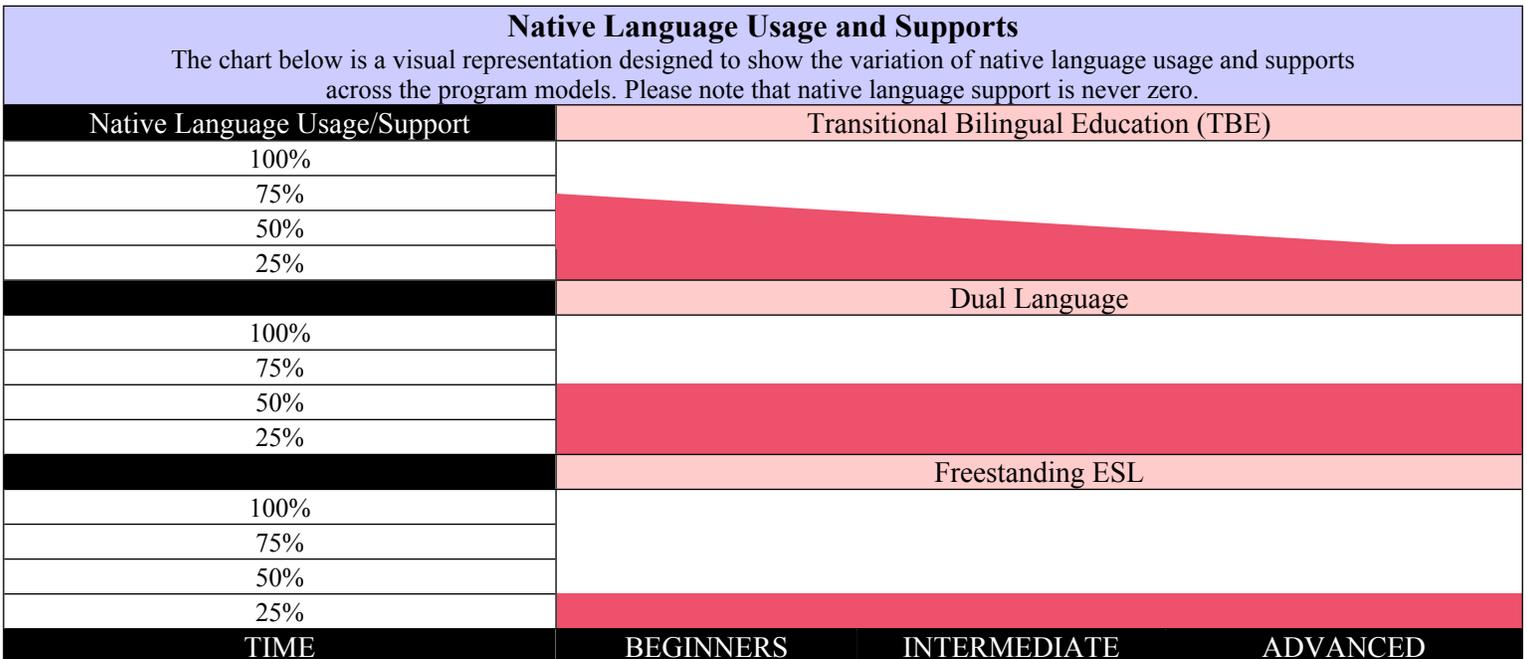
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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?

8. The targeted intervention programs for our students involve Regent Prep. during after school for all content classes and credit recovery for credit accumulation and Regents Prep. Title 1 funds are utilized for ELLs in need of credit.

9. Students reaching proficiency on the NYSESLAT do receive transitional support in the school day. We have our guidance staff that assists students on their progress for which a college writing class is recommended. ELLs that are promoted during the Spring NYSESLAT may still continue to receive ESL services during the following year since the funds are already allotted by that point. For Regents exams, students still receive extended time during the transitional period.

10. We will increase our student participation for ELA Regents Prep. This is the area that many ELLs have difficulty in since it's not taken in their native language. Teachers will receive NYSESLAT scores so that they can differentiate instruction as they plan lessons.

11. Currently, there are no plans to discontinue any programs/services.

12. All ELLs are included in after school and supplemental services. We have a credit recovery after school programs for which they participate in. Our year round after school tutoring programs are structured for ELLs to make gains in attaining proficiency in English. The program gives ELLs access to Regents prep. with literacy support.

13. Instructional materials used to support the learning of ELLs in content areas and language development are meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides with overheads and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approaches for the whole class, magazines, and newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read aloud and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills.

14. NLA support is delivered through literature in their native language which is aligned with the NLA, NYS learning standards. Teachers focus on modeling

literacy skills in students' native language with thematic readings in an academic context. Teachers use visual and print rich materials to help support learning in their native language. Students are involved in accountable talk and lively discussions in their native language. As NLA levels go up; there is more of a focus on literary elements and tasks 1-4 which support the ELA Regents.

15. All ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according to the reading and writing scores on the NYSESLAT and LAB-R. Therefore, teachers differentiate by examining data and informing instruction to their needs. The teacher can group students according to weaknesses and form work stations where parts of the lesson can focus on their needs.

16. As we often accept new students over the counter, we provide an orientation to the school that integrates the students into our program. Our advisory program, which every student is programmed for twice a week, continues this support throughout the school year for all four years that a student attends.

17. All ELLs are provided access to the same electives as all other students in the school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. PD Plan

Literacy Learning and Language Development

- How much reading is enough? (read aloud, silent reading)
- Readers and writers workshop-
- Cooperative Learning Activity: Reading, Think-Pair-Share, Sequencing

Reading and writing content towards ELA Regents

- Infusing standards in lesson planning with comprehension standards
- Literary Elements in all ESL levels
- Integrating word finds and visuals in daily lessons

Teaching Language through Content

- Why teach language through content
- New ESL Approaches-English language Development (thematic units)
- Specially Designed Academic Instruction in English (focus is on academic Content)
- Content based Instruction – teaching both language and content with Thematic inquiry (making content meaningful and functional)

Scaffolding Language

- Making meaning Explicit
- Learning in group settings
- Engaging students in authentic work
- Leveled libraries with literacy support

Reading and writing in a second language

- Planning for Reading – Developing activities for before, during, and after reading that are meaningful
- Selecting books with universal themes
- Familiarity with genres – writing for a purpose and to have a particular organizational structure
- How to build knowledge of a topic (scaffolding)
- How to model texts (for group work and independent writing and reading)

Integrating Language and subject learning

- Planning curriculum mapping with thematic units
- Developing formative and summative assessments and other more extensive projects and assignments
- Backward planning

The teaching staff has ongoing PD. The school-wide PD will focus Literacy in which elements of inquiry and differentiation are embedded. Teachers in their Common Planning Time will meet once a week.

2. The staff has Common Planning Time where teachers are informed and have discussions on ELLs. We have assemblies with teachers and students.

3. All staff during PD sessions has ELL training. The training includes instructional strategies and materials to assist ELLs in class. This helps to support teachers that have ELLs in their classroom. This is also part of their CPT where teachers plan lessons together and create curriculums for all students.

E. Parental Involvement

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

1. Our Parent Coordinator informs and invites parents to school activities and functions. She is the first person they meet when parents enter the school. PC informs parents on District-wide events. Parents do get involved if called to come and discuss about their child.
2. N/A
3. The Parent Coordinator is often the first to know if parents have a language need. On site, we always have Spanish speaking staff members to serve all the needs of the parents.
4. All information is distributed in parents' native language. Our bilingual staff supports all parents during school events or when parents visit the school. We hire interpreters for major events such as parent conferences and PTA meetings.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										2	0	0	0	2
Advanced (A)										3	3	5	0	11
Total	0	0	0	0	0	0	0	0	0	5	3	5	0	13

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										0	0	0	0
	A										2	2	0	0
	P										1	1	5	0
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		4	
Integrated Algebra	6		5	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	6		1	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Physics				
Global History and Geography	5		1	
US History and Government				
Foreign Language	3		3	
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.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M495 **School Name:** Park East High School

Cluster: 4 **Network:** 404

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.

We look at home language surveys and informal surveys conducted at parent conferences to determine the translation and interpretation needs of our school.

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 vast majority of our students and their parents require only English and a smaller number, Spanish translation and interpretation services. The parent coordinator, assistant principal, and principal all communicated this to the school community through e-mail messages, and orally during staff meetings.

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.

All documents that require translation before being mailed or backpacked home are translated by the bilingual (English/Spanish) parent coordinator. In the event that she is unavailable, the principal's secretary and a school aide who are both bilingual can provide these services at any 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.

Oral translation services are generally provided by our bilingual (Spanish/English) parent coordinator. In the event that she is unavailable, the principal's secretary and a school aide who are both bi-lingual (English/Spanish) can provide these services when needed. During peak times or special events, such as Parent-Teacher Conferences, we contract out for interpreters to provide services so that parents are not unduly inconvenienced by having to wait for assistance from staff to provide it.

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>.

All of the parental notification requirements of Section VII will be fulfilled by posting information in the main office near the parent coordinators desk. In addition, a mailing, message via phone and e-mail outlining these rights will be made by the parent coordinator.