



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CENTRAL PARK EAST 1 ELEMENTARY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER) 04M497

PRINCIPAL: LINDLEY UEHLING

EMAIL: LUEHLING@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lindley Uehling	*Principal or Designee	
Marilyn Martinez	*UFT Chapter Leader	
Ken Cavett/ Gigi Verkaik	*PA/PTA Co-President	
Shelly Harrington-Livemond	DC 37 Representative	
Jim Shoaf	Member/Teacher	
rebeKah Myatt-Hammonds	Member/Parent	
Yvonne Smith	Member/Teacher	
Dena Muller	Member/Parent	
Tim Lively	Member/Teacher	
Meglana Zapreva-Kirkbride	Member/Parent	
Wayne Collier	Member/Parent	

** 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: INFORM AND ADJUST INSTRUCTIONAL DECISIONS IN STUDENT WRITING

Annual Goal #1

By June 2013, 100% of CPE 1 faculty will participate in the development and implementation of a writing continuum.

Comprehensive needs assessment

School leadership and teachers identified writing as a significant concern in the school's self-evaluation and focused on that area in the 2011 Quality Review conducted by the Superintendent. The Superintendent and the faculty agreed with the need for a written continuum developed for each grade to be used on a school-wide level.

Instructional strategies/activities

- Review factors of current planning and instructional strategies and activities as baseline research. Include records of performance levels as indicated in formal (grades 3 through 5) and classroom assessments.
 - a) Develop a continuum of writing as a school-based system that identifies stages of growth in specific elements of written expression.
 - b) Compare and assess CCLS continuum skills with the CPE 1 Writing Continuum to ensure appropriate alignment and the depth of the continuum.
 - c) Identify student subgroups within the school population to ensure attention to the inclusion of identifying needs.
 - d) Instructional leaders for the CIE, the classroom teachers, and special education teachers will schedule Network and collegial consultations to implement these strategies/activities,
 - e) As a small, teacher-led school, all faculty will participate in the assessment of the Writing Continuum in their classrooms, as well as at the school-wide level of decision making regarding the use of academic assessments to evaluate the effectiveness of the writing strategies/activities, The Upper Grade Level Team (grades 4-5) and Lower Grades Team (grades Prek-3) will define the differentiation of strategies and activities within and cross grades.
 - f) The Continuum of Writing will be developed from Fall 2012 through the Spring 2013. A working continuum will be utilized to gather experiential data longitudinally and across the bridge classes to reinforce the appropriate expectations in writing for varied learners.

Strategies to increase parental involvement

- Information about the development of Continuum of Writing will be made available to parents through CPE 1 Notes. In the Spring conferences with families, the Continuum of Writing will be used to enhance the description of the students' development in writing, as well as inform parents of the standards for assessing the students growth in written expression.

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.

 X Tax Levy Title I Title IIA Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Faculty leadership in the Agenda and the School Quality Review Committees and teacher leaders will serve as the planning managers. Weekly 90 minute Professional Development staff meetings will analyze the longitudinal evidence from studies of student cases focused on writing from Pre-k through 5th grade to develop ranges of writing development of key writing standards.
- General and special education teachers will oversee the identification and description of the adjustments for special populations in the Continuum of Writing and other aspects of developing the classroom and school-wide writing program.
- OTPS is used for composition books that serve as Journals (math journal, reading journal, homework journal, project journal), with the premise that the more students write the more their skill increases.

ANNUAL GOAL # 2 AND ACTION PLAN: ASSESSMENTS DATA BASE

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

Annual Goal # 2

By June 2013, CPE 1 will create a school wide data base to support teachers to use assessment to inform instruction.

Comprehensive needs assessment

- The 2011 Quality Review relied on NY States as a basis for student achievement. As a result, the QR cited the need for classroom level and school-wide data.
- The schools CIE leadership team identified the need to establish an accessible compilation for NY State data (ideally three years of testing, to which additional years would be added going forward).
- The compilation would need to be accessible for analysis and comparison with the in depth evaluation core teachers and special education teachers conduct on a daily basis.
- The compilation must include data specific to subgroups within the population.
- Currently, faculty use direct, individualized observation and assessment to inform each student's program. With the assumption that daily observation and feedback of each child will supersede mass testing administered over a limited amount time, are there classroom and school-wide level methods for summarizing group data?
- Which DY0 assessments continue to provide useful information to inform teaching practice?
- What correlations between the statewide data and the classroom data could be evident?
- The majority of CPE 1 students score in their grade level range or higher. Although there is a demonstration of calculating student growth in NY State tests, the formula seems most applicable to students at level one and some to level two (value-added scoring). Determine the impact of value added scoring in the CPE 1 results and solutions for overcoming any negative impact.

Instructional strategies/activities

- As a research-based goal, critical attention must be paid to the following evaluation and instructional strategies and activities that will be used to achieve establish informed instructional planning:
 - g) valid identifiers of the needs of student subgroups,
 - h) the methods for shared, planned identification and implementation strategies/activities,
 - i) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - j) timeline for implementation of the evaluation of State and local assessments.

Strategies to increase parental involvement

- Parents will be kept informed of this research in a timely manner via CPE 1 Notes and, when appropriate, an informational workshop for parents.

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.

 X Tax Levy Title I Title IIA Title III Grants X Other

If other is selected describe here: ARRA grant money for CIE development, data base specialist, and DYO grant and network funding for professional development.

Service and program coordination:

- The Citywide Instructional Expectations, as well as the expectations of the professional faculty, Weekly professional staff development meetings focus on current practice and changes to practice. CIE and Database Development funding provides a determined amount of professional development money toward information gathering and generation of professional participation and leadership.
- There are three per session and professional development categories that will enable this research study and provision of subsequent decisions. The CIE Leadership, Data specialist, and DYO professional development and funding will provide the resources to analyze and evaluate the data from NY State testing.
- The faculty will generate samples and models of the language and specific details of the formative, frequent, personalized and class-level assessments that inform us of a student's strengths and struggles, validating or confounding the behaviors that are occurring daily in the classroom. The faculty will articulate the classroom level assessment types and purposes.

ANNUAL GOAL # 3 AND ACTION PLAN INCREASE PARENT INVOLVEMENT

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

<p>Annual Goal # 3 By June 2013, CPE1 will increase parent attendance at school functions by 10% .</p>
<p>Comprehensive needs assessment The 2011-12 goal for greater parent involvement was to be indicated by parent attendance at Parent Association meetings. Results from that effort identified the need for school-based events that are designed for specific parent support and information and tracked to evaluate for significantly greater attendance and event feedback surveys.</p>
<p>Action Plan: strategies/activities Historically, faculty members have extended themselves in the past to offer informational evenings for parents of their students (e.g., NYS Testing; Helping With Homework, Explanations of ELA by providing the key personnel and other resources used to implement these strategies/activities,</p> <ul style="list-style-type: none"> • Enlist the Parent Association in designing and implementing a survey of the parents for “targeted” events/activities programs designed and offered by teachers, parents and experts as a result of well-constructed parent surveys to determine interests and priorities in their “need to know”, as well as post-event surveys to measure parent satisfaction in the event and to compare with future programs/events. (Measured comparison with 2011-12 is possible only for PA meetings.) For example, we targeted fourth and fifth grade parents as a parent group needing more support and information in the middle school admissions process. • Collate results of the surveys, determine priorities revealed by the information and initiate outreach to establish organizing teams of parents (and teachers, when they are the presenters) to sponsor the events; use master calendar timeline to inform implementation. • Built into this initiative is targeting the child/parent experience of the Middle School placement process. Workshops targeted to children and parents in the 4th grades initiate more family responsive counseling during the school search process. Evaluation of the impact of the targeted workshops include collating a record of placements in the past, (b) surveying former students and their parents child/parents to measure effectiveness of placement program and gather detailed observations to guide improvement priorities, and (c) a parent assessment of the workshop/support approach in June.
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none"> • Because of the targeted nature of the programming envisioned, special efforts must be made to obtain the outreach for parent interests to all parents. The expectation is to result in an array of parent and parent/teacher workshops or other targeted events, providing more interest-driven, need-to-know events <p>Improve Child/Parent Experience in Middle School Placement Process:</p> <ul style="list-style-type: none"> • Introduce earlier, more family responsive counseling in the school search process with children and parents. (a) Use track record of placements, and (b) survey past classes for child/parent satisfaction to measure effectiveness of placement program and gather detailed observations to guide improvement priorities.

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.

X Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants X Other

If other is selected describe here: Impact on teacher time demands will determine extend of this year's program development. With the alignment of common core and continuing investigation of DY0 formative assessments, attention to this goal may rely on a small committee.

Service and program coordination

Parents are integral partners in our vision of all children becoming successful learners. To that end, CPE 1 counts among its parents a considerable number of "experts" in a number of fields that impact child rearing and education. Professionals, such as Harlem Family Institute and Valerie Preston, our Social Worker, among others, who are willing to donate their time to create high energy, well-targeted programs for parents, will be the backbone of the itinerary of programs. Parents will also volunteer to provide refreshments and help with culling the information generated by the requested-program surveys and post program satisfaction surveys.

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	Descriptive observations and DYO assessments identify areas of need (e.g., from phonological awareness to structures for organization, according to the developmental needs of the child.	Differentiated reading & writing instruction and activities; small group & individualized. Perceptual development assessment and activities inform methods for each.	During the school day.
Mathematics	Descriptive observations and DYO assessments identify areas of need: e.g., sorting, numeracy readiness according to the developmental needs of the child.	Differentiated instruction through direct instruction to math activities; in small group and one-to-one. Perceptual development assessment and activities inform methods for each child. Interdisciplinary and hands-on work, such as cooking, deepen understanding. Projects afford more applied math.	During the school day
Science	NA		
Social Studies	NA		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Responsive, direct attention to social/emotional needs. Practice in self-regulation, anger management, etc.	Counselor meets one/one and small groups	During the school day

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.

Recruitment: The goal is to seek and hire professionals who are fully certified/licensed by NY State, hold a degree from a respected Masters program, and demonstrates the qualities expected in the art and science of teaching children. CPE 1 maintains a Hiring Committee, comprised of parents, teachers and non-teaching staff, to serve as the organizer for the faculty in the hiring process. A description of the position and the required and preferred qualifications are drafted. The documentation includes the certification and licensing required. A master's degree is also preferred. The position is posted. Outreach is made through contacts at universities with teacher development and certification programs for "best candidates" at the master's level. Upon receiving resumes, a committee member contacts by phone the paper-identified, highly qualified candidates. Interviews are scheduled by the Hiring Committee. Candidates who are chosen from the first interview round are invited for a second interview that includes their preparation and execution of a demonstration lesson. The finalists are invited back for a final, candid conversation of expectations expressed by the school and by the candidate. The Committee agrees, and then makes the recommendation to the teaching staff.

Retention: Because of CPE 1's progressive philosophy and methodology that infuses the school, it is fundamental that the new teachers share that philosophy. Because the teachers work and plan in teams of three, the new teachers' colleagues serve as mentors as well as supportive colleagues. At mid-year, a review with a committee formed by members of the hiring committee, other staff and staff chosen by the new teacher ask the person to describe what has gone well, where they have struggled, what support they have received, and what support they feel they need going forward. .

Assignments: Teachers are assigned to the grade levels for which they were recruited. Teachers also volunteer for one of the "Jobs" that are the necessities of a strong community.

Professional Development: Teachers are expected to place a high priority on the continuous development of their skills and talent as a teacher. Weekly 90-minute staff meetings are sessions of intensely focused, collaborative work to in looking closely at children's work to inform their teaching practices. The faculty has a history of attending an extraordinary array of professional development workshops to develop their practice. They have added workshops to deepen their

**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
REQUIRED OF ALL SCHOOLS
CAN 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 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 Alison Sheehan	District 4	Borough Manhattan	School Number 497
School Name Central Park East I			

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

Principal Julie Zuckerman	Assistant Principal type here
Coach Donnie Rotkin	Coach type here
ESL Teacher type here	Guidance Counselor Benjamin Halioua
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Alison Sheehan	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	209	Total Number of ELLs	5	ELLs as share of total student population (%)	2.39%
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Part II: ELL Identification Process

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

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

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

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

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

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

3. The ELL Program Coordinator, Sobeida DeJesus, will distribute the entitlement letters based on the results of the LAB-R. The coordinator prints and fills out the forms and then distributes these letters to the classroom to be sent home. Parent Surveys and Program Selection Forms are cross-checked by the ELL Program Coordinator after the parent orientation meetings. We continuously present the parent orientation meetings until we have 100% attendance. If a parent is unable to attend one of the numerous orientation meetings, we offer one-on-one meetings at their convenience to inform them of their options in New York City. All ELL forms are stored in each student's cumulative folder which are housed in a filing cabinet in the main office. In this file cabinet we have a copy of the HLIS, the entitlement letters, and the Parent Selection Form for all new ELL's.

4. Our parents have consistently chosen the Freestanding ESL model of instruction, therefore our two teachers who have a bilingual extension push-in to classrooms during the day to service our ELL's. In this way we are honoring parent choice. Out of our 206 students, we have 2 identified ELL's in a push-in model of freestanding ESL.

5. Our numbers have grown by two students. The parent trend in choice has consistently been Freestanding English as a Second Language. All five parents of ELLs have requested Freestanding English as a Second Language.

6. We are aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	0	2	0	1								5
Total	1	1	0	2	0	1	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___ Asian: ___ Hispanic/Latino:

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

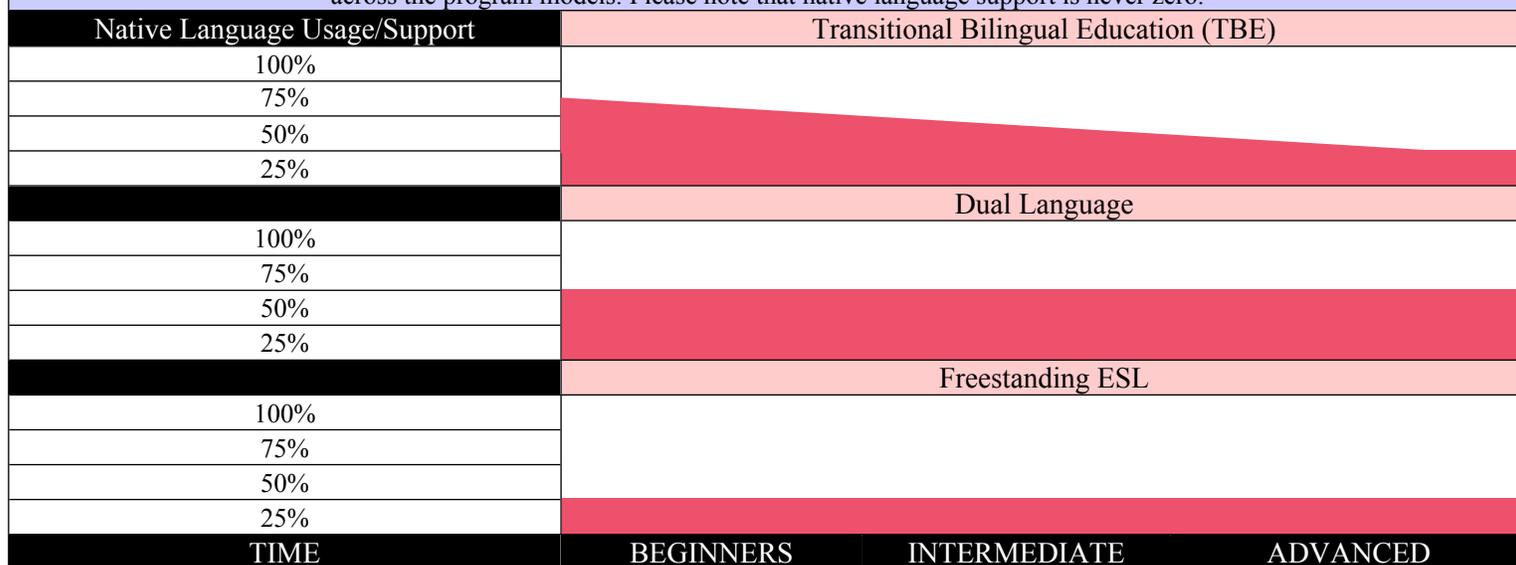
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs for ELL's in ELA, math and other content areas are individualized. Since we only have five ELL's in our school we are very familiar with their learning needs and any ESL support provided during their mandated minutes will be differentiated to meet their learning goals.
9. We provide continued transitional support for ELL's reaching proficiency on the NYSESLAT by providing students in this category with bilingual dictionaries and extra time during tests and assignments. We ensure that all former ELLs that fall into this two year category are afforded all testing accommodations during this time frame.
10. We are looking to have two more of our teachers obtain their ESL certification. We are working closely with our Network ELL Coach to help these teachers work with the Intensive Teacher Institute.
11. At this time there are no plans to discontinue any programs.
12. ELL's are encouraged to participate in all programs available by the school. We ensure access to all programs by sending home all communication in the parents preferred language.
13. Each classroom in our school has at least one computer that is used by the students to enhance their learning. ELL students are encouraged to use these computers to improve their language acquisition. Through the use of technology we are able to translate documents and visualize vocabulary to help differentiate material.
14. Native language support is provided by the teachers serving the ELL students. We also use native language materials when necessary.
15. Yes. The required services support and resources correspond to each student's grade level and age.
16. During the beginning of the school year, ELL students are welcomed into the class by their teacher and students. Every student in our school is made to feel safe, secure and welcomed.
17. This is not applicable to our school. We are not a high school.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (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. This year we are working with our Network ELL Coach to provide catered professional development to our special situation, in being a small school, to all of our staff. Our coach has already worked with our parent coordinators, ESL teachers, and secretaries on the intake process and procedures through professional development. We are also planning professional development around ELL-SWDs for all of our classroom teachers and administrator. We are working with our network to involve our support personnel in professional development based around the needs of our ELLs in relation to being a school psychologist, paraprofessional, special educator, and speech provider.

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

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

E. Parental Involvement

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

1. Parents at CPE1 are welcome and are an integral part of our team. The Parent Association offers various workshops for parents, events, fundraisers, performances and cultural celebrations. We ensure that all parents are included by providing all communication about activities are sent in English and the parent preferred language.

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

1. CPE I is a Design Your Own (DYO) assessment school. We have created our own assessment which is administered at the beginning of the year to all of our students. Based on the results of this assessment we plan how instruction will be delivered to students. The insights that we have had with our data this year is that we have a new arrival in 5th grade that needs heavy scaffolding in the upper grades. We are working with her on English Language Acquisition and using native language support to help her transition.

2. The patterns from NYSESLAT and LAB-r seem to show that we have students that are performing stronger in their listening and speaking skills and lower in their reading and writing. We see that we have the larger amount of our students in the 0-3 year, newcomer category. These are all factors that we took into account as we planned our programming and push-in model.

3. Instructional decisions will be affected by the proficiency level achieved by our ELL students. We will tailor the level of

instruction to the proficiency level of the students. We used this to help use design our push-in support during the reading and writing block. We also provide native language support and materials to support these students in this blocks.

4. The results of NYSESLAT reveal that our students are stronger in listening and speaking. At this point, our students have not taken state tests in English because we did not have ELLs in grades 3-5 last year. As far as our DY0 assessments in English, we use these to drive any instruction and differentiations per student.

5. This question is not applicable.

6. We evaluate the success of our programs by how well students perform on their DY0 assessments and their English language proficiency as measured by performance on the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julie Zuckerman	Principal		11/10/11
	Assistant Principal		
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Donnie Rotkin	Coach		11/10/11
	Coach		1/1/01
Benjamin Halioua	Guidance Counselor		11/10/11

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 04M497 School Name: Central Park East 1

Cluster: 1 Network: 102

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.

To assess our written translation and oral interpretation needs, we use the responses of the document that parents fill out so that we know what their home language is. The Parent Coordinator and parent volunteers who speak the language that is noted on the form call all parents who name a language other than English. Follow parent conferences or from parent/teacher contact before then, teachers ask if the family would prefer reports and/or conferences in a language other than English.

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.

This year, there were no parents who opted for written material in a language other than English. However, parents do specify if they want to have a translator available for IEP conferences, where the conversation includes specialized and confusing language. There was one occasion where a parent requested the IEP document in Spanish, which we provided with a copy in English.

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 offers oral and written translations to the families where the form states that a language other than English is spoken. As the families become familiar to us, we know when it is important to continue to survey their needs. Because four of our teachers are bilingual in English and Spanish, we are able to be responsive if there is a spontaneous need, which generally happens when a parent who comes in to inquire about admissions may need translation. Our location in District 4 ensures a strong representation of Hispanic families. So far, we have only been asked for Spanish versions of IEPs, which are drafted in-house by staff when a parent requests.

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.

When oral translations are needed, the circumstances will dictate whether we will use in-house staff, parent volunteer, or request a translator from the DOE. In-house staff manage the IEP decisions and will order outside translators when the language is other than Spanish or English. Parent volunteers who speak languages other than English are readily available when translators are needed for admissions, parent events, or conversations with parents when the material is not confidential.

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>.

Under no circumstance we will use our students provide translation services and to serve as a translator for their parent. The Parent Coordinator will contact the Translation and Interpretation Unit and discuss our current methodology. Based on their advice we will revise our process and actions accordingly. The Parent Coordinator will convey any new information from the Unit to the school-based staff in the cases where our practice is not meeting standards or could be improved.