



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: CENTRAL PARK EAST HIGH SCHOOL

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

PRINCIPAL: BENNETT LIEBERMAN

EMAIL: BLIEBERMAN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: 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
Bennett Lieberman	*Principal or Designee	
Laura Smykla	*UFT Chapter Leader or Designee	
Meeling Cassanova	*PA/PTA President or Designated Co-President	
Andre Cloud	Member/DC 37 Representative	
Helen Aracena Laura Mota	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Kelly Cooper	Member/ AP	
Mayra Messi	Member/ AP	
Melissa Fleming	Member/ UFT	
Margaret Perry	Member/ Parent	
Rose Marie Fuller	Member/ Parent	
James Thomas	Member/Parent	
Victoria George	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

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.

All teachers will utilize a research-based instructional rubric to self-assess and set goals for improving their practice; these goals will serve as the basis for differentiated professional development.

Comprehensive needs assessment

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

Central Park East HS has a teaching staff that is varied in their years of experience as well as in their professional strengths and needs. Providing the teachers with rubrics to explore and improve upon critical instructional competencies that include: Designing Coherent Instruction, Using Questioning and Discussion Techniques, and using Assessment in Instruction. The school-wide use of Danielson's rubric helps provide common goals and a common language among staff members. Teachers will be able to use the rubrics to self-assess and to create goals based on moving up the rubric and improving their instructional practices. The rubric we use addresses the following instructional competencies: classroom management; assessment in instruction; designing coherent instruction; improving student engagement; implementing effecting questioning techniques; and establishing a culture of learning. This gives the instructor and supervising administrator limited but important areas of competencies to focus on and hone, which is the very definition of differentiating an approach to instructional improvement. Additionally, this work is in full alignment with the goals generated by the NYC Department of Education and the new / pending collective bargaining agreement. 2011-12 student performance as detailed on the school's NYC Progress Report indicates that students in all subject areas continue to make upward gains in state academic testing as well as credit accumulation. The one subject that lagged slightly behind the others was science. Last year we implemented a brand new Earth Science curriculum at the school that had never been taught before, and we look forward to seeing gains on this specific state assessment on next year progress report. Kelly Cooper, the school's AP that supervises science has been working very closely with our Earth Science teacher to improve the curriculum and focus on classroom management as per the research based rubric.

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.
- Cycles of short-frequent administrative observations (3-5 per semester of un-tenured staff) will be conducted by Principal and AP's using jointly agreed upon elements of the research based rubric as areas of focus for teacher improvement.
- The administration and a variety of teachers (teachers involved in the Common Core Lab Pilot as well as others that have actively participated

on our professional development committee will meet twice per month to plan and then implement two professional development sessions per month for the staff.

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

Strategies to increase parental involvement

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

opportunity is always available to parents per advance agreement between parent and teacher and administration.

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 X Title I Title IIA Title III X 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).

For this goal, we rely on our own administrative expertise, our faculty's expertise, and the instructional expertise at the Network and Central levels of the DOE. We have been assigned an instructional assistant from the Network that has been meeting with the school's Data Specialist, individual teachers and groups of teachers to provide support and expertise in their work on this goal. The Network has also offered us a slot in the Common Core Lab Site program which provides many of our teachers professional development on the implementation and use of research based rubrics and the new Common Core Standards. During these network meetings instructional as well as legal personnel from central have directed us on the appropriate uses of these new instructional rubrics. All appropriate TL, Title 1, STH, and grant funds that have been allocated to the school have been properly scheduled and are being used to support this work.

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.

Continue to build instructional capacity in teacher teams' work at aligning units of study and corresponding assessments with the Common Core learning standards, in response to the citywide expectations and our students' unique needs as evidenced by protocols for looking at student work, informal departmental meetings conversations, and observation reports specifically focused on CCLS units of study being developed by all core academic teachers.

Comprehensive needs assessment

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

The needs assessment is simple for this goal. As this is just the 2nd year of the implementation of the new Common Core standards in the city at the high school level, all content area teachers are working towards integrating them effectively into their unit plans and daily lessons. All content area teachers will be required to provide two full units that incorporate the CCLS with samples of culminating activities. State exams will not begin to reflect these new standards until the PARC assessments are implemented in June 2014 in ELA and math.

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.
- All core content area teachers will participate in weekly department meetings during common planning blocks with the support of the school’s instructional leaders
- ARRA RTTT Citywide Instructional Expectations funding will be used as per session for teachers and instructional leaders for curriculum planning and task design funding will be used as per session for teachers and instructional leaders for curriculum planning and task design
- ARRA RTTT Common Core funding will be used as per session for teachers and instructional leaders for curriculum planning and task design funding will be used as per session for teachers and instructional leaders for curriculum planning and task design
- ARRA RTTT Data Specialist funding will be used as per session for teachers and instructional leaders for curriculum planning and task design funding will be used as per session for teachers and instructional leaders for curriculum planning and task design
- The school has opted to participate in the centrally funded Common Core “Lab Site” program to develop our teachers’ understanding of instructional “shifts” required by the Common Core standards. As a participating school we hope to develop common core instructional leaders within our staff and be viewed as a “model site”
- Department teams and individual teachers will examine individual student work to better understand gaps in understanding and skills in order to inform revision of instruction
- In department meetings and faculty meetings teachers will use protocols to analyze student work that culminates from these units of study

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.
 - Annual distribution of the Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and continue to be a life long learner.
 - A flexible number of PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic

content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement.

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

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 X Title I Title IIA Title III X 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).

For this goal, we rely on our own administrative expertise, our faculty's expertise, and the instructional expertise at the Network and Central levels of the DOE. We have been assigned an instructional assistant from the Network that has been meeting with the school's Data Specialist, individual teachers and groups of teachers to provide support and expertise in their work on this goal, as well as the implementation of the CCLS. The Network has also offered us a slot in the Common Core Lab Site program which provides many of our teachers professional development on the implementation and use of research based rubrics and the new Common Core Standards. During these network meetings instructional as well as legal personnel from central have directed us on the appropriate uses of these new instructional rubrics. All appropriate TL, Title 1, STH, and grant funds that have been allocated to the school have been properly scheduled and are being used to support this work.

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.

25% of our under-credited students will earn the required credits to be grade promoted to the next respective grade level by the end of the summer term of 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.

The needs assessment for this goal was conducted through an analysis of the Credit Accumulation category from the past four years in the Progress section from the City Report Card for the school - with a more detailed analysis focused on the past two years. For the past five years the school has received an A in this category, but the A's have generally been on the lower end of the scale until our 2011-12 which was improved. Two years ago the overall percentage of students earning enough credits for grade promotion was 87.6%, while the average last year was 88.1%. This increase showed a slight improvement, but as we consider it a continuing critical goal for our school, we have chosen to continue with it as a focus.

A more detailed look at these data points takes us to an analysis of how our students in the Lowest Third perform in this category. Two years ago all students in the Lowest Third category had a positive credit accumulation rate of 74.8%. Last year this number rose slightly to 76.9%. This 1.9% increase is a good start, and we would like to continue with this aspect of the goal as well. Our assessment of this data leads us analyze these various factors:

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

After assessing the various students that are under-credited going into this year, we recognize that many of the students in this category that failed to show progress did so because of two main reasons:

1. Lack of support systems at home to deal with long-term learning and emotional difficulties some of which are professionally diagnosed, other of which are not, and
2. Due to lack of important support systems, these specific students exhibit chronic low self-esteem, low academic and social self-worth, and deep-seated long-term academic deficiencies.

This assessment of the underlying factors affecting our credit accumulation has driven the new strategies and activities that we have implemented this

year to stop, and then reverse that trend. Specifically, the school has designed, developed, and implemented a tremendous number of resources on behalf of our lagging students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - 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.
- All students identified in the Lowest Third or struggling in general have been assigned multiple mentors, supplemental homework help opportunities, and have been invited to work with community CBO's to provide missing or additional social and academic structures. This work has already begun and is on-going. Grade Level teams have already assigned teacher mentors while guidance personnel have also matched these students with Mentors from our CBO partner Project Rousseau. Guidance personnel have also invited identified students to join our after-school partners EHTP and Step-Up. Additionally, Peer tutoring networks for each grade level have already been established and are flourishing after school. For students that have been identified by teachers as having undiagnosed cognitive learning disabilities, referrals to the school's psychologist and SBST Team have been made with and without parental approval.
- Students will be individually programmed each semester so that they are enrolled in coursework needed to earn credits necessary for grade promotion.
- Students will receive Academic Intervention Services during 0 period in targeted areas through the school's DOE approved UFT SBO vote.
- Students will be enrolled in PLATO on-line credit recovery courses as appropriate.
- Students will meet with their assigned guidance counselor one-on-one bi-weekly for at-risk counseling.
- Guidance counselors and external / internal mentors will track student class performance utilizing the Skedula / Pupilpath web-based progress reports and use that information to provide guidance and support.
- Teachers, in their PLC's, will design and implement academic assessment, strategies and activities that align with the "Research Based Rubric" that the school is using to develop its instructional goals and conduct teacher observations.

Strategies to increase parental involvement

- 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.
- Annual distribution of the Parent Handbook so parents can clearly understand the school mission, curriculum and what is expected of their child, and how the school and parents can partner together for the child to succeed academically and continue to be a life long learner.
- A flexible number of PTA, SLT meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work

together to monitor the child's progress in order to improve student achievement.

- A minimum of two parent teacher conferences (Fall and Spring), where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
- Continuous communication to assist parents in understanding the school curriculum and student achievement through handouts, mailings and periodic student achievement reports. Newsletters from Parent Coordinator and School newsletter will include parenting tips and suggestions. All invitations will be sent in a timely manner with an additional follow-up reminder.
- Provide parents with frequent reports on their children's progress. Specifically, this school will provide reports as follows: a) The school will provide parents with school-wide progress reports three times per semester for a total of six times per year. In addition, parent teacher conferences held twice per year during assigned date, as set forth in the NYC DOE school calendar. b) Individual classroom teachers will provide a detailed progress report to each student at least 1 week before the end of each marking period and contact parents if a student is not being academically successful.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Central Park East High School teachers are available to parents on an as needed basis by phone, email, or for in-school conferences.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: This opportunity is always available to parents per advance agreement between parent and teacher and administration.

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).

The following partnerships have been developed between the school and these groups:

- Step Up – A clinically based support program for our most At Risk students - One Gustave Levy Place , Box 1230 New York, New York 10029
- East Harlem Tutorial Program - 2050 2nd Avenue Manhattan, New York 10029
- Mount Sinai Hospital - 1425 Madison Avenue New York, New York 10029
- North Central Hospital - 1879 Madison Avenue New York, New York 10035
- Phoenix House - 164 West 179 Street New York, New York 10023
- St Lukes' Roosevelt Clinic 411 West 114th Street New York New York
- The Door (Center of Alternative Inc) 121 Avenue of the America New York, New York 10013

- S.T.E.P.S. Support for Training and Education Program Services Vocational Center 1325 5th Avenue New York, New York 10035
- Milbank (Children Aid Society) 1432 West 118 Street New York, New York 10029
- Boys and Girls Harbor 1 East 104 Street New York, New York 10029
- Girls, Inc. 64 Beaver Street NY, NY
- Search and Care 1844 Second Avenue (95th-96th) Manhattan, New York
- Community Healthcare Network - Helen B. Atkinson Health Center 81 West 115th Street New York, New York 10026
- Sponsor for Education Opportunity 55 Exchange Place Suite 601
- Project Rousseau – SAT Prep and Mentoring from Undergraduates at Columbia University
- The Harlem Football Company – Academic enrichment for our student athletes
- Radio Rootz – After-school programming that focuses on media and literacy
- Revolution Prep – Fundamentals and SAT/ACT prep
- Young Audiences NY, after-school arts programming in dance, drama, and voice

The school also coordinates all available funding sources (TL, Title 1, STH and Grants) and schedules in these funding sources in appropriate Per Session and OTPS categories to provide mandated and supplemental support services to identified students.

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 – All grades	Read180 Guided Reading Writing Support	Small Group One-to-One Peer Tutoring Other	Before School During School After School Saturday Sessions
Mathematics – All grades	Math Basic Skill Support for 9 th graders who scored below 2.5 on the 8 th grade math exam and review for those who have been unable to pass a math Regents exam. Other supports also provided for geometry, alg 2, pre-calc and AP calculus	Small Group One-to-One Peer Tutoring Other	Before school During School After School Saturday Sessions
Science – All grades	Lab and Science Review for those who haven't been able to pass a science Regents exam in earth science, living environment, chemistry and physics	Small Group One-to-One Peer Tutoring Other	Before school During School After School Saturday Sessions
Social Studies – All grades	US History and Global Review for those who haven't been able to pass a Regents exam.	Small Group One-to-One Peer Tutoring Other	Before school During School After School Saturday Sessions
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling Referrals In-school programs	Small Group One-to-One Peer Mentoring Other	Before school During school After school Saturday sessions

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.

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

- We hire NYC Teaching Fellows which receive professional development as they are working towards a permanent license
- We have relationships with many local teaching colleges and host student teachers who may eventually become full time teachers. This year we hired two Barnard trained teachers who were student teachers in our school last year
- We are a “high demand” school for teachers...meaning that we receive hundreds of applications for every vacancy we post and therefore are able to hire motivated high quality teachers
- For the last few years, we have not lost any teachers to the “open market.” The only teachers that have left the school have moved out of state. This is evidence that our teacher retention is very strong at CPEHS.
- We encourage teachers to become HQ in multiple subject areas which improves programming flexibility and “quality of work-life” for our teachers
- We encourage our staff to engage in a variety of professional development opportunities provided by the school, Network, and central DOE. This helps to create our dynamic professional learning community and as evidenced on our teacher survey results, 86% of our teachers report that they are satisfied with the professional development opportunities provided by the school.

**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)

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 Corrine AnselmiSumita Kaufhold	District 04	Borough Manhattan	School Number 555
School Name Central Park East High School			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	445	Total Number of ELLs	18	ELLs as share of total student population (%)	4.04%
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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. 

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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										1	1	1	1	4
Push-In										1				1
Total	0	0	0	0	0	0	0	0	0	2	1	1	1	5

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	6		2	5		1	7		1		18
Total	6	0	2	5	0	1	7	0	1		18

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	4	2	4	16
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	6	5	3	4	18								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

1	Beginner
8	Intermediate
9	Advanced

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

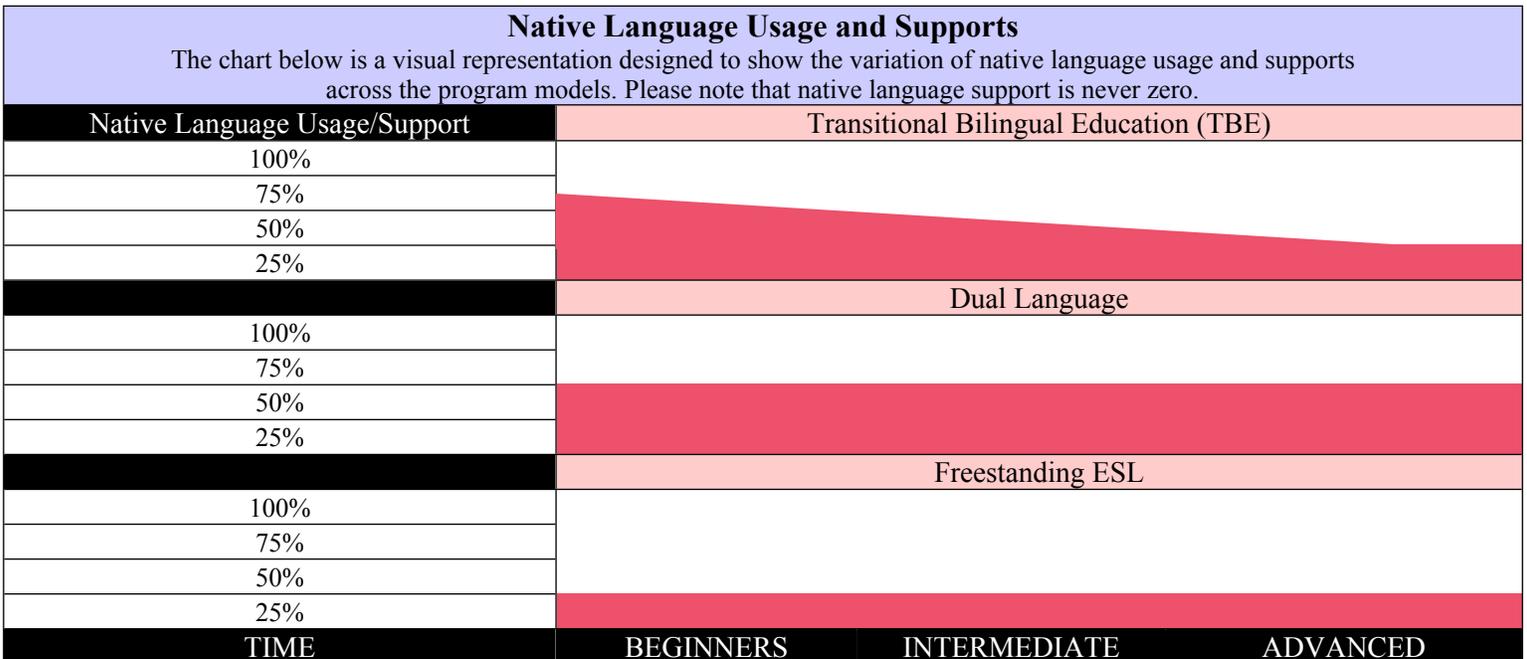
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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?

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

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

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

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5		2	
Integrated Algebra	13		13	
Geometry	0			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	7		4	
Physics				
Global History and Geography	8		1	
US History and Government	6		2	
Foreign Language	10		10	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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

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.

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

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

usually in the form of deductive, contextualized grammar lessons and writing assistance. In order to support Special Education students, the ESL teacher works collaboratively with the Special Education teacher as well as the students' content-area teachers.

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

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

Additional Information

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

Part VI: LAP Assurances

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

School Name: Central Park East High School

School DBN: 04M555

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Amy Paskal	Guidance Counselor		11/9/11
Sumita Kaufhold	Network Leader		11/9/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 Network: 108

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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