



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : CENTRAL PARK EAST II

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

04M964

PRINCIPAL: _____ NAOMI SMITH _____ EMAIL: NSMITH3@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Naomi Smith	*Principal or Designee	
Vanessa Miller	*UFT Chapter Leader or Designee	
Jody Mercier	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Liz Cohen	Member/ Parent	
lisa schaffner	Chairman/Teacher	
Haydee Dohrn-Melendez	Member//Teacher	
Jade Johnson	Member/ Parent	
Theresa Luongo	Member//AP	
Wendi Nichols	Secretary/ Parent	
Eva Schwartz	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To deepen mathematics instruction by developing teachers' expertise in the effective utilization of "Big Ideas" in mathematics lessons as expressed in the Common Core Standards in Mathematics.

- 100% of teachers will engage in professional development around effective utilization of "Big Ideas" lessons as expressed in the Common Core Standards in mathematics lessons. They will develop two units of study aligned with the common core, and 85% of teachers will demonstrate the use of "Big Ideas" (as expressed in the Common Core Standards) in observed lessons and walkthroughs.
- 100% of classroom teachers will work in teams to look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands (fall/spring 2012-13). 50% of classroom teachers will develop robust, embedded assessment aligned to the common core in each math unit taught.

Comprehensive needs assessment

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

Although our school made significant progress on the State Math Assessment, our scores still lag behind the City average. Our staff is making significant progress in learning about the new Common Core standards. Additional professional development is needed to support teachers in implementing curriculum aligned with the Common Core.

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

- Provide common planning time for teachers and specialist to meet and plan effective math instruction for classrooms, across grades.
- Utilization of Randall Charles' "Big Ideas" and key mathematical models in mathematics lessons.
- All students will be engaged in at least two math units that have been supplemented and modified to align with the CCLS.
- Provide a series of math workshops for parents to help them support students learning needs at home. (Math specialist, teachers, principal, SLT, Parent Coordinator)
- Use of ST (Spatial Temporal) Math computer-based program with K-5 students.

b) Staff and other resources used to implement these strategies/activities

- Allocate funding to hire an in-house math specialist one day a week.
- Allocate funding and align schedules to participate in a network for math support for teachers, centered around alignment of curriculum units with

CCLS and the design of performance assessments, including studies of student work to develop targeted instructional strategies.

- Allocate funding and align schedules to support teachers in their participation in several interschool cycles of planning days for aligning the TERC curriculum to the CCLS with target units.
- Maintain a 24-computer lab so that K – 5th grade student can participate in up to two periods a week on ST (Spatial Temporal) Math
- Before and after-school intervention for students in need of additional support.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:

- Provide common planning time for teachers and specialist to meet in order to plan effective math instruction for classrooms, across grades and across the school, using curriculum and performance based assessments.
- Participation in the meetings and lesson studies of the performance assessment grant work, to design CCLS-aligned performance assessments.
- Participation in several interschool cycles of planning days for aligning the TERC curriculum to the CCLS with target units.

d) Timeline for implementation:

- Professional development beginning in Summer 2012. Teachers utilization of Big Ideas, Common Core modifications/supplements to TERC curriculum, and mathematical models in their math lessons beginning September, 2012.
- Interclass/interschool visits to support the implementation of math tasks will begin in December, 2012.
- Lesson studies are scheduled to happen once in the early winter and once in late winter.
- Use of stamina trials will begin in February, 2013.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide a series of math workshops for parents to help them support students learning needs at home.
 - Childcare will be provided at all events related to parent participation in math family workshops.
 - Periodic surveys will be issued to parents to obtain parent opinions on a variety of topics that will provide data to the SLT and the staff to use in planning math workshops.
 - Each child at CPE II will be provided with a home/school communications folder, which will be carried daily to facilitate school communication with the family.
 - CPE II will publish a weekly school newsletter, *CPE II Notes*, featuring up-coming events, school news, minutes from the Parents Association, and information from the School Leadership Team.
 - Classroom teachers will regularly produce classroom letters discussing themes being studied in the particular classroom, projects and homework, including a curriculum letter at the beginning of the school year indicating the course of study for their child's class.
 - The Parent Coordinator will actively support parents.
 - 90% or more of parents/guardians will attend November and March family conferences.
 - In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school

- CPE II will host an orientation early in the school year to welcome families, articulate the school’s philosophy of learning, and provide teachers with the opportunity to discuss with parents the year’s curriculum and competencies to be developed, with 75% family attendance for this and other school-wide events such as concerts, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

CPE II has a hiring policy and forms a hiring committee for each vacancy. The committee is charged with soliciting highly qualified staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Faculty leadership in the Agenda and the School Quality Review Committees and teacher leaders will serve as the planning managers. Regular Professional Development staff meetings will analyze the longitudinal evidence on our CCLS aligned math work in Pre-k through 5th grade to develop ranges of math in all grades.

- Set aside funds for per session for lesson studies and assessment meetings around our CCLS math work.
- Budget money to hold at least two parent math workshops
- Budget money to order math supplies.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Allocate money to support our participation in a network of schools to support ongoing math PD. (principal, SLT) (Children’s First)
 - Allocate money to provide per diem coverage for teachers participating in full- and half-day math professional development through planning days for aligning the TERC curriculum to the CCLS with target units, and lesson studies. (principal, SLT) (Children’s First and Performance Assessment Grant)
 - Allocate per session funding to support teachers’ participation in after-school professional development through design of CCLS-aligned math performance assessments . (principal, SLT) (Children’s First and Performance Assessment Grant)
 - Allocate per session funding to support before and after school intervention for students needed additional support. (Math Coach, teachers, and administration) (Children’s First and Performance Assessment Grant)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

To improve reading achievement by providing intervention to all students in grades 1 to 5 who are not meeting reading benchmarks as measured by the TC DYIO assessment. Increase by 5% the number of students who meet the June benchmark in reading as measured by the TC DYIO assessment.

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.

A review of the TC AssessmentPro data as well as of standardized ELA test scores indicates progress is needed toward meeting grade-level benchmarks. Although our school has made considerable gains in ELA as measured by the 2012 State assessments, all our students have yet to meet grade level benchmarks. Using the TC DYIO we monitor the Independent Reading Levels of our students. In addition we use CCLS-aligned performance assessments (for at least two units), Words Their Way, High Frequency Word Assessments, and LLI assessments, reading logs, looking at student writing and written responses to reading, and informal classroom assessments to continually monitor the work of our students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - To align curriculum and instruction with the CCLS in order to move students closer to the CCLS end-of-year grade standards.
 - All students will be engaged in at least two literacy units that have been designed to align with the CCLS.
 - To continuously monitor student Independent Reading levels and provide intervention to all students in grades 1 to 5 who are not meeting reading benchmarks as measured by the TC DYIO assessments.
 - To continue school-wide use of Linguistic Phonics to support improved phonemic awareness in reading and writing, in grades K-5.
 - To use Leveled Literacy and Reading Recovery to provide intervention for students not meeting IRL benchmarks, in grades 1-5.
 - To implement the Robin Hood Tutoring Program, which provides struggling 1st-grade students with 1:1 instruction twice a week for 45-minute sessions, throughout the year.
 - To establish a literacy working group comprised of teachers and the literacy coach, to study and support staff in implementing innovative methods for supporting reading and writing across the grades.
 - b) staff and other resources used to implement these strategies/activities,
 - Formally assess all students in grades 1 - 5 utilizing the TC Assessment Pro 4 times a year.

- To provide PD and on-site support to teachers and paraprofessionals for use of Linguistic Phonics instruction to support improved phonemic and phonetic awareness for all students.
- Allocate funding for a full time literacy coach/AP.
- Allocate funding for a full time literacy intervention specialist.
- Allocate funds to purchase materials to support literacy instruction, including materials needed for specific intervention programs and professional texts.
- To provide on-going Professional Development for teachers in the Common Core Standards, with a focus on Depth of Knowledge (DOK) and Text Complexity.
- Provide professional development in the use and understanding of analyzing of TC Assessment Pro data and its use in informing instruction.
- Provide professional development in the use of Guided Reading
- Meet with teachers and the literacy specialists to review how use of data from TC Assessment Pro is being brought forward in lesson planning and implementation.
- Schedule common preparation periods
- Provide time for inter-visitation
- Plan literacy instruction for classrooms, across grades and across the school .
- Create time to allow for full participation in literacy-related professional development, including, but not limited to, full day workshops, after school opportunities and interclass visitations.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Teachers are an integral part of all decision making at CPE II. Each year we review our work and evaluate the use of the strategies we are using.

d) timeline for implementation.

- Our Literacy work is ongoing, starting with May and June planning days and Professional Development over the summer. Students take beginning-of-the-year benchmark assessments in September, which then allows us to identify student needs and form intervention groups.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Provide a series of literacy workshops for parents to help them support students learning needs at home.
- Childcare will be provided at all events related to parent participation in family literacy workshops.
- Periodic surveys will be issued to parents to obtain parent opinions on a variety of topics that will provide data to the SLT and the staff to use in planning literacy workshops.
- Each child at CPE II will be provided with a home/school communications folder, which will be carried daily to facilitate school communication with the family.
- CPE II will publish a weekly school newsletter, *CPE II Notes*, featuring up-coming events, school news, minutes from the Parents Association, and information from the School Leadership Team.

- Establish and maintain a school-wide electronic communication system which includes class/grade/school-wide email lists and interactive website.
- Classroom teachers will regularly produce classroom letters discussing themes being studied in the particular classroom, projects and homework, including a curriculum letter at the beginning of the school year indicating the course of study for their child's class.
- The Parent Coordinator will actively support parents.
- 90% or more of parents/guardians will attend November and March family conferences.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
- CPE II will host an orientation early in the school year to welcome families, articulate the school's philosophy of learning, and provide teachers with the opportunity to discuss with parents the year's curriculum and competencies to be developed, with 75% family attendance for this and other school-wide events such as concerts, etc.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

CPE II has a hiring policy and forms a hiring committee for each vacancy. The committee is charged with soliciting highly qualified staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

General and special education teachers will oversee the identification and description of the adjustments for special populations in the monitoring the progress for students in moving through reading benchmarks and other aspects of developing the classroom and school-wide reading program.

OTPS is used for to purchase materials for reading logs, think marks and incentives for their successful with the premise that this will get students to read more and, therefore, increase their reading skill increases.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Allocate money for a full time literacy intervention specialist (Principal, SLT) (Title I and FS funding)
 - Allocate money for a full time literacy specialist (Principal, SLT) (Title I and Children's First)
 - Allocate funding to provide per-session payment to teachers for professional development, Inquiry and intervention work. (Principal, SLT) (Children's First and Title I)
 - Allocate funding to provide Per-Diem coverage to allow teachers to attend full-day literacy professional development. (Principal, SLT) (FS Funding)

- Allocate funding for a variety of professional development opportunities to support quality literacy instruction and targeted literacy intervention.(Principal, SLT) (Title I)
- Allocate money to hire a consultant to provide PD in Linguistic Phonics (Title I)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

To maintain and extend our caring, supportive, safe, healthy and joyful environment to support all children. Our goal is to maintain this high response rate we received on the School Environment Survey Question.

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.

On the School Environment Survey Question, for the item, “There is an adult at the school whom my child trusts and can go to for help with a school problem,” the “always” responses increased from 52% to 67%.

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,
 - To continue school-wide implementation of morning meeting and other elements of the Responsive Classroom program, including school-wide use of Logical Consequences to support student independence.
 - To maintain our participation in the Emotionally Responsive Practice school network and provide support for 9 staff members in utilizing this program, including, but not limited to, the “Bears” curriculum.
 - To maintain and extend our health and wellness policy that encourages good practices for lifelong healthy living, including proper nutrition and active lifestyles, through the work of an active Health and Wellness Committee.
 - To gather in a weekly Community Meeting in which students and teachers can share work and ideas across all grades and classes and with families.
 - To continue the school choir program.
 - To have all 5th graders participate in the “Living the Dream” book award program
 - To collaborate with Activity Works to provide in-class PE.
 - To work with Phys-Ed Plus to increase student access to physical education.
 - To implement an after-school yoga program.
 - To hold a series of family concerts and dance classes
 - b) staff and other resources used to implement these strategies/activities,
 - Principal, teachers, SLT, PA
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Programs are regularly discussed at staff-wide meetings to gather staff input regarding the impact of programs on students.

d) timeline for implementation.

- Planning will begin in May of 2012, continuing into the summer, with programs beginning in September 2012, in a staggered sequence to allow for coordination of schedules

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Each child at CPE II will be provided with a home/school communications folder, which will be carried daily to facilitate school communication with the family.
 - CPE II will publish a weekly school newsletter, CPE II Notes, featuring up-coming events, school news, minutes from the Parents Association, and information from the School Leadership Team.
 - Classroom teachers will regularly produce classroom letters discussing themes being studied in the particular classroom, projects and homework, including a curriculum letter at the beginning of the school year indicating the course of study for their child's class.
 - The Parent Coordinator will actively support parents.
 - 90% or more of parents/guardians will attend November and March family conferences.
 - In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
 - CPE II will host an orientation early in the school year to welcome families, articulate the school's philosophy of learning, and provide teachers with the opportunity to discuss with parents the year's curriculum and competencies to be developed, with 75% family attendance for this and other school-wide events such as concerts, etc.
 - A Health and Wellness committee of parents and staff will work to guarantee that our Health and Wellness policy is implemented school wide..
 - A variety of workshops and family activities related to Health and Wellness and Emotional Wellbeing will be held to accommodate the needs of the parent body.
 - Childcare will be provided at all events related to parent involvement.
 - Periodic surveys will be administered to gauge parent opinions.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

CPE II has a hiring policy and forms a hiring committee for each vacancy. The committee is charged with soliciting highly qualified staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Set aside funds for per session for nutrition education program, **The Veggiecation Program, which is an evidence-based nutrition education program that introduces young students to the delicious and nutritious world of vegetables.**

Budget money to purchase fruits and vegetables for students as part of the nutrition program.

Budget money to provide parents workshops on healthy cooking.

Budget money to provide parents workshops on Responsive Classroom

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Allocate money for resources and professional development on Responsive Classroom strategies(Principal and Teachers) (Fair Student Funding)
 - Allocate money to join the Emotionally Responsive Practice Network (Principal and Teachers) (Title I)
 - Allocate money to purchase teddy bears for students in early grade classes(Principal and Teachers) (Fair Student Funding)
 - Allocate money for an annual staff retreat to reflect on school wide policies and curriculum (Principal and Teachers) (Fair Student Funding)
 - To purchase resources to support staff created sequence of events to support students in following school wide practices of cooperation and respect (Principal and Teachers) (Fair Student Funding)
 - To create time during the week for our school-wide Community Meeting. (Principal and Teachers) (Fair Student Funding)
 - To provide time for staff members to implement the Living the Dream Program (Principal and Teachers) (Fair Student Funding)
 - To work with the Parents Association to find alternate funding sources to fund programs that support these goals .(Parents Association)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	0	N/A	N/A	2			
1	15	0	N/A	N/A	3			
2	10	12	N/A	N/A	4			
3	6	10	N/A	N/A	2			
4	10	14			2			
5	3	4			1			
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Leveled Literacy Intervention, Guided Reading, Linguistic Phonics, Recipe for Reading all delivered in small groups and individually, depending on the need.
Mathematics	Small group and individual using Math Navigator and school-developed materials
Science	Classroom teachers support students through differentiation.
Social Studies	Classroom teachers support students through differentiation. Second grade classes are supported through a partnership with the Museum of the City of New York.
At-risk Services provided by the Guidance Counselor	Individual and small group counseling, as needed.
At-risk Services provided by the School Psychologist	none
At-risk Services provided by the Social Worker	none
At-risk Health-related Services	none

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Alison Sheehan	District 4	Borough Manhattan	School Number 964
School Name Central Park East II			

B. Language Allocation Policy Team Composition

Principal Naomi Smith	Assistant Principal type here
Coach Theresa Luonogo	Coach Theresa Luongo
ESL Teacher Idaly Torres	Guidance Counselor Norma Maldonado
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader Alison Sheehan	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	238	Total Number of ELLs	5	ELLs as share of total student population (%)	2.10%
------------------------------------	------------	----------------------	----------	---	--------------

Part II: ELL Identification Process

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

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

1. Upon enrollment newly admitted students receive an enrollment packet that includes the Home Language Identification Survey (HLIS). The family completes registration with a trained pedagogue who also conducts the Home Language Survey. This trained, licensed pedagogue is Theresa Luonogo. Ms. Luonogo determines if the language code is other than English, if this is the case then the student will be administered the LAB-R exam within 10 days of their enrollment. If the students home language is Spanish, and they are entitled, they are administered the Spanish LAB within ten days of enrollment. These exams are hand-scored and then we maintain a copy of these for our records.

The Borough Assessment Implementation Director will be contacted to order LAB-R testing materials for the students that need to be administered the LAB-R. If a student scores entitled per the LAB-R, then the student is considered an ELL and steps will be taken to place the student in an appropriate instructional program. After a student is identified, they are tested annually with the NYSESLAT. Theresa Luonogo and Idaly Torres coordinate the administration of the NYSESLAT test to our 5 of students. We maintain all testing materials and testing conditions are firmly adhered to as per regulations.

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

For each meeting, whether done in a group or one-on-one, we create and file an agenda and attendance sheet. The meetings are always conducted in the parents preferred language. We start the meeting explaining the three program choices, Transitional Bilingual Education, Dual Language, and Freestading ESL. We share the information about the three programs from the brochure and make sure that the parents understand the DOE brochure. We then show the parent orientation video in their preferred language. Parents are given the information letter detailing the three choices, and then are given the Program Selection form and the Parent Survey.

Normally our parents turn in their survey at this time. If they take the form home, the parent coordinator follows up with the parent in two days to see if they can help to answer any further questions. We try to ensure that all surveys are collected within one week. If a parent is not able to attend this meeting, we schedule several follow-up meetings that may be an option for them to attend. If they are unable to attend the follow-up meeting, we schedule a one-on-one meeting with the parent and the parent coordinator.

3. The ELL Program Coordinator, Theresa Luonogo, will distribute the entitlement letters based on the results of the LAB-R. The coordinator prints and fills out the forms and then distributes these letters to the classroom to be sent home. Parent Surveys and Program Selection Forms are cross-checked by the ELL Program Coordinator after the parent orientation meetings.

We continuously present the parent orientation meetings until we have 100% attendance. If a parent is unable to attend one of the numerous orientation meetings, we offer one-on-one meetings at their convenience to inform them of their options in New York City. All ELL forms are stored in each student's cumulative folder which are housed in a filing cabinet in the main office. In this file cabinet we have a copy of the HLIS, the entitlement letters, and the Parent Selection Form for all new ELL's.

4. Our parents have consistently chosen the Freestanding ESL model of instruction, therefore our two teachers who have an ESL license push-in to classrooms during the day to service our ELL's. In this way we are honoring parent choice. Out of our 238 students, we have 5 identified ELL's in a push-in model of freestanding ESL.

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

6. We are aligned with parent request.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Instruction for our English Language Learners is done through a push-in model and pull-out model. Through these two models Theresa Luonogo and Idaly Torres provide one-on-one instructional support. Their program covers the mandated minutes of 360 minutes to Beginner and Intermediate students and 180 minutes to our Advanced students.

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

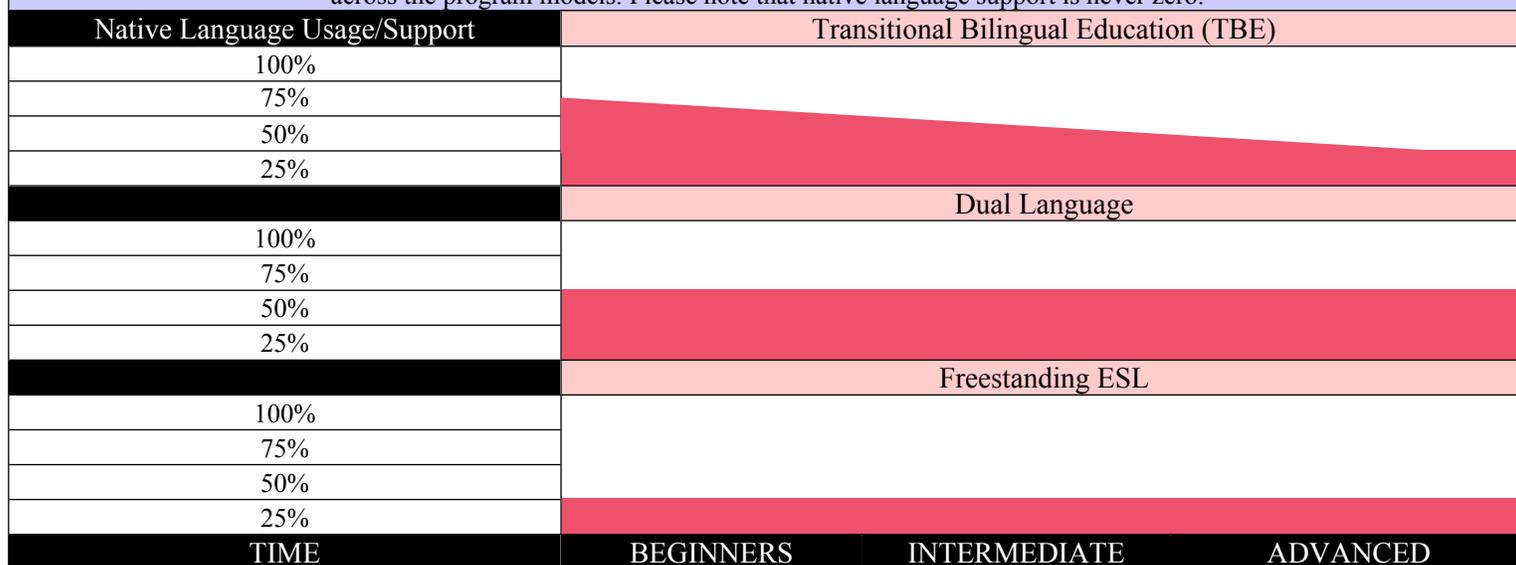
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. At CPE II we offer a comprehensive range of targeted intervention programs for ELLs in various areas. We use Wilson to target students below level in ELA through intervention sessions with a Wilson trained teachers. We also have Reading Recovery teachers that see ELLs in their groupings of targeted reading intervention. We also have several sessions of LLI groups per week that include ELLs. Our ELLs are invited to be a part of all intervention programs through the use of letters and permission slips in the parent preferred language. In content and math we cater our interventions through the use of assessments in TERC, formal and informal assessments to help us cater skill specific interventions to our ELLs.

9. Our plan for continuing transitional support for the two years following ELLs reaching proficiency on the NYSESLAT is to ensure that they still receive their testing modifications on all exams for the time period. We also still have our ESL teachers check-in with the students and teachers to see how else they can support the students during this transitional period.

10. Our school has begun a schoolwide implementation of Linguistic Phonics to support both reading and writing. It is particularly helpful to ELLs because it helps them focus on the sounds of the English language and the many ways in which they are represented.

11. At this point we are not discontinuing any services.

12. ELLs are afforded equal access to all school programs, as well as after school and supplemental services by first sending all communication in the parent preferred language. Any of our programs that we offer are open to all of our students, there are not prerequisites to joining any of our programs.

13. Instructional materials that we use to support our ELLs are all of the same instructional materials that we would utilize for our whole school. We use high interest books at the student's reading level to help deliver any content knowledge. We scaffold our instruction to meet the learning need of our students. We use technology through the use of translation websites to help translate concepts, reading, websites to aide in learning. We use word processing programs to help ELLs with writing.

14. Native language support is given through the use of bilingual materials (books, dictionaries), translation websites, and translation when needed. We understand that reading and writing support in the native language helps students transition into English. We cater native language support when needed.

15. Required services and resources always correspond to ELLs' ages and grade levels because we place students in their age appropriate grade level. We scaffold and differentiate the instruction to meet the need of the student, we do not place students in lower grades in order for that to act as our scaffold.

16. Over the summer we expect all students to complete appropriate summer packets. ELLs the pre enroll are given materials tailored to their specific needs. Parents are part of the process, so that they can support their child, even if they don't speak English.

17. At the elementary school, we do not offer language electives at this time.

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)?

We do not have a dual language program

D. Professional Development and Support for School Staff

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

1. The professional development that we provide for all ELL personnel starts with:
2. Our guidance counselors works with staff to gain skills in supporting children.
3. The ESL teachers help to assess the needs of all staff that works with ELLs. Professional development includes our secretaries, administrations, general and special education teachers, counselors, paraprofessionals, and psychologists. These people are involved in professional development that is site based according to need (how to support the ELL you service). We are also working with our Network ELL Instructional Coach to help us design and facilitate these pd's. We always maintain an agenda, sign-in and certificate of completion.

E. Parental Involvement

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

1. Parents are very involved in our school. Activities range from classroom support, to participation in committees such as fundraising, long term planning and Health and Wellness, to mural painting and more. CPE II parents are included in the work of our school.
2. CPE II partners with many Community Based Organizations. We partner with the Museum of the City of New York, Asphalt Green, PerDev, Physical Education Plus and British Soccer. We also partner with NY Cares, the 92nd street YMCA, and the New Victory Theater. We understand that offering community based connections to our family helps extend the support beyond the school.
3. Looking at the DOE Parent Environmental Survey is one way in which we evaluate the needs of parents. In additiona we have our own surveys about various subjects, such as which workshops they want, which afterschool activities.
4. Our parents give us very high grades on our DOE survey because we do listen to their ideas and needs. Workshops on academic subjects give them ways to support their children at home. Workshops also cover topics on emotional support and financial literacy.. Parents also enjoy coming to school to watch their children perform, to help their child's class in various studies and to participate in publishing parties.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

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

1. Our assessment tools include the TC assessments such as guided reading and balanced literacy assessments. For math assessment we use assessments through TERC. We use Linguistic and Zoo Phonics to assess student needs in early literacy. We use all of our assessment data to drive changes in our practice. We use this data to help us design small group instruction.

2& 3. The data that it is revealed on our LAB-r and NYSESLAT data shows us that 80% of our students are scoring in the overall proficiency of Beginner. 20% are Intermediate. When you look further into the data we see that when we look into the modality breakdown we see a disconnect. 100% of our students are scoring Proficient or Advanced in Speaking and Listening. Then in Reading and Writing they are scoring Beginner and Intermediate. This shows us that our students need support in Reading and Writing and that this is where we are putting our intervention and small group support.

4. Only one of our students is in a grade where they took State tests last year. She scored a 1 on the ELA, Math, and Science tests. She is a beginner with one year of service. When we look at everyone overall, they are all newcomers with less than three years of service. As stated above, they are scoring higher in listening and speaking and lower in reading and writing. These considerations come into play during our planning and inquiry process. We do not use ELL Periodic Assessments.

5. We do not have a dual language program.

6. We evaluate the success of our program through the success of our students in achieving standards in the Common Core Learning Standards, as well as their progress through the assessments that we use to measure growth. We also measure our success based on how many students pass out of services per the NYSESLAT exam.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **04M964** School Name: **Central Park East II**

Cluster: Network: **102**

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

Part A: Needs Assessment Findings

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

Initial interviews with parents determine language needs for both oral and written translation.

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.

Based on parent interviews, we have found that 3 families (parents of 4 children) need oral and written translation into Spanish. We informed all staff and the leadership of the SLT and PA so that their materials could reflect this need.

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.

A team of a bilingual para, a bilingual school aid and our bilingual Parent Coordinator take care of our translation to Spanish needs.

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.

A team of a bilingual para, a bilingual school aid and our bilingual Parent Coordinator take care of our translation to Spanish needs.

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

All parent communication will be translated into Spanish by our translation team.