Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: CENTRAL PARK EAST HIGH SCHOOL

DBN (*i.e. 01M001*): 04M555

Principal: BENNETT LIEBERMAN

Principal Email: BLIEBERMAN2@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: DEREK JONES

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Bennett Lieberman	*Principal or Designee	
Laura Smykla	*UFT Chapter Leader or Designee	
Victoria George and Wandy Rivera	*PA/PTA President or Designated Co-President	
Andre Cloud	DC 37 Representative, if applicable	
Brandon Cruz Emily Reyes	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Margaret Fuller	Member/ Parent	
Rose Marie Fuller	Member/ Parent	
Rita Anguiano	Member/ Parent	
Kelly Cooper	Member/ Staff	
Melissa Fleming	Member/ staff	
	Member/ Staff	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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 the 2013-14 Danielson instructional rubric to self-assess instructional strengths and weaknesses to set goals for improving their practice; these goals will serve as the basis for developing school-wide 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. Focusing on the Danielson Rubric, mandated as part of ADVANCE, is critical to improving upon instructional competencies that include, but are not limited to, these primary domains in the Danielson Rubric: Designing Coherent Instruction, Using Questioning and Discussion Techniques, and Using Assessment in Instruction. The school-wide use of Danielson's rubric helps provide and create common instructional goals and a common language among all staff members. Teachers, with the support of administrators, will be able to use the rubrics to self-assess strengths and weaknesses and then create individual goals within a school-wide shared vision based on moving up the rubric and improving instructional practices. This work is in full alignment with the mandates set forth by the NYC Department of Education and all of the relevant new state of New York education laws. 2012-13 student performance as detailed on the school's NYC Progress Report as well as New York State's School Report Card indicates that students in all subject areas and in all subgroups continue to make upward gains in state standardized testing, credit accumulation, college readiness metrics and graduation rate. The school is in Good Standing with the state in all areas and just accomplished its best graduation rate ever at 93.1%, which helped to put it in the 91% percentile of all high schools citywide according to the City School Report Card. The school also made tremendous progress in its college readiness metrics as indicated in the City Report Card. But as always, as a school community, we understand that this is no time to rest on our laurels or to take a breather and continue to continuously work to improve all outcomes each and every year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Cycles of short-frequent administrative observations (minimum of 3 per semester of all staff) will be conducted by Principal and AP's using the new ADVANCE system. 2. Beginning of year goal setting meetings and end of year goal review meetings between teachers and administrators will be conducted 3. The administration and all teachers with support from its PSO will engage in a wide variety of professional development opportunities in order to improve instructional practice and student outcomes
B. Key personnel and other resources used to implement each strategy/activity
1. Teachers, principal and assistant principals utilize the main resources required to achieve this goal: time and targeted funds to support planning and implementation 2. Same as #1 3. Teachers, principal, assistant principals, New Visions instructional personnel, Central instructional personnel, and MOSL committee members will engage in a wide variety of continuous professional development funded by a wide variety of funding streams that will support the achievement of this goal
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Number of observation cycles per semester will be closely tracked to make certain we are meeting all mandates. Three observations per semester is the target to meet this goal. More importantly, however, teacher progress on the rubric's continuum will be closely monitored and administrators and teachers will conduct routine differentiated conversations about meeting individual goals and developing action plans if necessary to meet certain instructional benchmarks within the rubric. 2. Observation reports in the ADVANCE system, IPC paperwork, and End of Year PC paperwork will be generated to track progress of instructional improvement. Student credit accumulation and standardized testing outcomes will be used to measure teacher effectiveness 3. There is no "hard target" for participation in pd opportunities as teachers' needs vary widely, but this will be tracked closely.
D. Timeline for implementation and completion including start and end dates
1. This goal was being planned for and developed as far back as December 2012 and does not have a completion date. This type of work is always on-going 2. Same as #1 3. Same as #1

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The school is following all programmatic details contained in ADVANCE materials issued by Central. It also marshal's all resources made available to it from Federal, State and City funding streams 2. Same as #1 3. Same as #1

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).

- 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.
- Utilize Skedula's Pupilpath. 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 six times per semester for a total of twelve 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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 individual teachers and teacher teams' work at aligning units of study and corresponding assessments with the Common Core Learning Standards.

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 continues to be simple for this goal. As this is just the third year of the implementation of the new Common Core standards in the city at the high school level, all content area teachers continue to work towards integrating them effectively into their unit plans and daily lessons. This year, for the first time, all content

area teachers will be required to have all of their units CCLS aligned. Additionally, this year, for the first time, the state algebra and ELA assessments (PARC) will begin to reflect these new standards. Obviously, this goal is critical in how it relates to corresponding student achievement on State assessments. As described in goal #1, our student performance on current state assessments is excellent, but without being provided with a new curriculum that is aligned to the new standards, it is impossible to predict how students will perform on as of yet, not released new assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Summer planning
2. Departmental and individual teacher planning
3. Mandated individual conferencing between teachers and administrators

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, administrators and New Visions. All available funding categories
2. Teachers and administrators. All available funding categories
3. Teachers and administrators. All available funding categories

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Student performance on school-based assessments as well as new State assessments will be evaluated. Until new exams are released and taken, it is hard to evaluate impact of current readiness campaign
2. Same as #1
3. Same as #1

D. Timeline for implementation and completion including start and end dates

1. This work has been on-going and will be on-going

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All possible planning time is being utilized to increase teacher capacity to prepare for new assessments aligned with the new standards. In addition, all available resources including time, funding streams, and differentiated forms of support are being utilized by school personnel to support these activities.

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).

- 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.
- Utilize Skedula's Pupilpath. 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 six times per semester for a total of twelve 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	**Tax Levy**	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**X**	**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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.
Continue to build capacity within core academics, school environment and youth development domains as per our Year 2 plan of our Expanded Success Initiative Grant application

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 9th grade credit accumulation for Black and Hispanic boys was not as strong as it had been in the past (see prior year city Report Cards), we are very proud of the results from our first year ESI cohort of boys. The freshman class of 2012-13 was a very unique class for Central Park East HS. 31% of the entire class is in the lowest third citywide. This large number of students in the lowest third represents a huge departure for the school. No other cohort in the schools has half as many students as part of its lowest third. But even with our slight decline in 9th grade academic performance, our Freshman cohort was one of the, if not the, top ESI school in its Integrated Algebra regents results. Therefore, even though the school underperformed its traditional 9th grade credit accumulation numbers, we had a tremendous amount of success to be proud of with this class and therefore plan on implementing our ESI programs as planned in our documents and materials for Year Two.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Freshman and Sophomore Seminar programs that include…. 2. Peer Group Connections school-based mentoring program 3. Mindset Works Brainology student training modules 4. School-Connect curricula 5. College Access Research and Action college access curricula 6. College Board SpringBoard ELA curriculum
B. Key personnel and other resources used to implement each strategy/activity
1. ESI planning team and Seminar teachers 2. ESI planning team and PGC teachers 3. ESI planning team and Freshman Seminar teachers 4. ESI planning team and Freshman Seminar teachers 5. ESI planning team, guidance counselors, and Freshman Seminar teachers 6. ESI planning teams, ELA assistant principal, ELA teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. 9th and 10th grade credit accumulation and regents results 2. Student PGC surveys 3. ESI funded survey results 4. Freshman seminar teacher feedback 5. College Readiness and enrollment metrics (in two years when these Cohorts graduate, CARA surveys

6.	ELA regents results
D.	**Timeline for implementation and completion including start and end dates**
1.	For all 6 activities planning has been on-going since Spring of 2011
E.	**Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.	The programmatic details and resources used are fully described in our ESI Grant Year 1 and Year 2 plans which are on file at the school and with the Office of Post-Secondary Readiness which oversees all ESI related activities.

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).

- 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.
- Utilize Skedula's Pupilpath. 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 six times per semester for a total of twelve 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, 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	Read180, guided reading, interactive notebooks, Cornell Notes, interactive writing supports, Citelighter and other technology based research supports	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours
Mathematics	Math Basic Skill Support for 9th graders who scored below 1.8 on the new CC 8th 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, AP Stats and AP calculus	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours
Science	Lab and Science Review for those who haven't been able to pass a science Regents exam in earth science, living environment, chemistry or physics	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours
Social Studies	US History and Global Review for those who haven't been able to pass a Regents exam.	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Counseling, referrals to outside agencies and school based programs with clinical CBO partners	Small group, individual and cohort	Before, during and after school hours

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
X	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

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

- We hire NYC Teaching Fellows which receive professional development as they are working towards a permanent license. We also have relationships with many local teaching colleges and host student teachers who may eventually become full time teachers. These partnerships that provide high quality teacher training include but are not limited to Barnard, Hunter / New Visions, City College and NYU trained teaching candidates. We are also active participants in the "Open Market" and find many high quality teaching candidates that re willing to transfer to our school
- We are a "high demand" high poverty urban school for teachers…meaning that we receive hundreds of applications for every vacancy we post and therefore are able to hire motivated and high quality teachers for the small number of vacancies we have each year. The last two years we have had no more than two vacancies and half of these vacancies are for new positions due to enrollment increases
- 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 develop opportunities provided by the school, New Visions, and Central DOE. This helps to create our dynamic professional learning community, and as evidenced on our teacher survey results, a very high percentage of our teachers consistently report that they are satisfied with the professional development opportunities provided by the school.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All teachers, administrators and other relevant instructional staff have the opportunity and/or are required to engage in these activities funded by Tax Levy FSF, TL Citywide Instructional Expectations, ESI and CARA grant funds and Title 1 funds to fulfill the requirements and responsibilities of transitioning to the new CCSS:

- Departmental planning during Circular 6 periods
- Faculty Conference time during Circular 6 periods
- Summer planning
- After school planning
- New Visions sponsored pd
- Central sponsored pd
- Other varied pd opportunities

As evidence of our on-going curricular transition teachers must submit for review and approval all CCSS units to administration by certain specified dates during the year. During ADVANCE mandated one-to-one feedback sessions teachers and administrators discuss on-going development and revision of new curricular materials and their embedded relationship with the Danielson Rubric.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The following partnerships which represent close coordination and integration of Federal, State, and local funds have been

developed by the school in order to provide critical targeted supplemental youth development and academic supports to "at-risk" students :

- New Visions for Public Schools
- College Bound Initiative
- The Center for Supportive Schools
- Step Up – A clinically based support program for our most At Risk students
- East Harlem Tutorial Program
- Mount Sinai Hospital
- Phoenix House
- St Lukes' Roosevelt Clinic
- The Door (Center of Alternative Inc)
- S.T.E.P.S. Support for Training and Education Program Services Vocational Center
- Milbank (Children's Aid Society)
- Girls, Inc.
- Search and Care
- Community Healthcare Network
- Minds Matter
- Sponsors for Education Opportunity
- OppNet Prep
- Bottom Line

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
As per the 2012-13 NYCDOE Official School Survey results published this fall, 93% of teachers at our school report that the school "Uses assessments that are relevant to my daily instruction." Besides assessments that are tied to Federal, State and City accountability measures, our teachers design and implement a wide variety of formal and informal formative assessments across disciplines that are designed to track daily student progress and identify students that may require short or long term targeted interventions.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required for Title I Schools ONLY)*

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Bennett Lieberman	Assistant Principal Mayra Messi
Coach NA	Coach NA
ESL Teacher Carrie Worthington	Guidance Counselor Amy Paskal
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Sherry Lisbon
Related Service Provider Vilma Miranda	Other Kelly Cooper, Data Inq. Spec.
Network Leader(Only if working with the LAP team) Derek Jones	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	479	Total number of ELLs	14	ELLs as share of total student population (%)	2.92%

Part II: 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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Discrete ESL class										1	1	1	1	4
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	1	1	1	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	**Newcomers (ELLs receiving service 0-3 years)**	5	**ELL Students with Disabilities**	7
SIFE	3	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5	2	1	3	1	2	6	0	3	14
Total	**5**	**2**	**1**	**3**	**1**	**2**	**6**	**0**	**3**	14
Number of ELLs who have an alternate placement paraprofessional: 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**
SELECT ONE														**0**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										5	5	2		12
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	6	6	2	0	14

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	1	0	0	1

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										2	2	0	0	4
Advanced (A)										4	3	2	0	9
Total	0	0	0	0	0	0	0	0	0	6	6	2	0	14

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   The ESL teacher uses reading comprehension passages and questions, extended writing responses, NYSESLAT, and computer based literacy program, such as readtheory.org and noreadink.com.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The majority of the students are strong in listening and speaking categories, scoring mainly in the proficient and advanced levels, with the exception of one (1) 10th grade student. The majority of students continue to show more weakness in reading and writing, with approximately one-third scoring in the intermediate level and two-thirds in the advanced level. 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), yet are very weak in academic cognition, or CALP (Cognitive Academic Language Proficiency). With an emphasis on these specific modalities, most students move to the next profiiency within 1-2 years.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Paste response to question here:
4. For each program, answer the following:
   a. 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?

   Since we have a free-standing ESL program, and not a Dual Language Program, we do not have sufficient data to analyze for patterns with regards to ELL student performance on tests in their native language as compared to tests taken in English. ELL Periodic Assessments are used to analyze the students' proficiency level progress in the various modalities to create instructional goals for ELL students. This data is also used to target interventions for specific students around those instructional goals. The majority of the students are strong in listening and speaking categories, scoring mainly in the proficient and advanced levels, with the exception of one (1) 10th grade student. The majority of students continue to show more weakness in reading and writing, with approximately one-third scoring in the intermediate level and two-thirds in the advanced level. 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), yet are very weak in academic cognition, or CALP (Cognitive Academic Language Proficiency). With an emphasis on these specific modalities, most students move to the next profiiency within 1-2 years. Administration provides support to the ESL teacher in the provision of per session time for Professional Development to strengthen ELL instruction, and for additional instructional hours after-school to provide additional instruction to ELL students, instructional resources, such as curriculum resources.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
   The ESL teachers in collaboration with the general ed/content area teachers to provide ELL support through providing supplemental content area material suitable for ELLs and providing suggestions for use of ELL instructional strategies.
7. 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?

   Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   We evaluate the success of our programs for ELLs based on their progress towards proficiency in all of the modalities, we also look at our ELLs pass rates on all of the regents exams required for graduation.

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   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.
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.
   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. We provide parents of newly enrolled ELLs with a one on one meeting to inform them of the different ELL programs that are available. During this meeting, we provide parents with materials about ELL programs in their home language, and provide them with opportunities to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each one on one meeting, school staff collect the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. Past trends on parent choice show that all ELLs entering CPEHS do so with the knowledge and understanding that our school offers 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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   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. During the one on on meeting with each parent, we provide them with materials about ELL programs in their home language, and provide them with opportunities to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. If a parent selects an ESL program that we do not offer, we assist them in seeking a school placement where that program is offered. 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.
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.
   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, 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.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

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.

6. 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.) 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. ⓘ

Past trends on parent choice indicate that parents choose to have their child in a free-standing ESL program. We have only had one or two instances where the parent was seeking another ESL program. Because we do not have the quantity of ELLs to create such a program, we have assisted them in seeking another school placement that could provide the ESL Program that they elected.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

All ELLs at CPEHS receive their entitled services based on the CR Part 154, and receive all instruction in English with native language support. Students receive ESL services through self contained ESL classes, and "push-in" teaching. Students are programmed into ESL classes homogenously based on their proficiency level, and receive "push in" support in their ELA classes based on their grade level, wherein the ESL teacher and English teacher collaborate in using ESL methodology and instructional strategies.

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)?

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.

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 foster language development and meet the demands of the Common Core Learning Standards.

ELL students receive content area instruction for Math, Social Studies and Science in English. The content area teachers incorporate Q-TEL ESL instructional strategies to support students' in understanding and learning the content area material. Native language support is also available throught the use of Dual language (native language & English) dictionaries, as well as on-line resources.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

NA

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are given the Pearson Periodic Assessments, and the ESL teacher continually assesses students using both low-stakes and high-stakes assessments that are imbedded in the curriculum.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students, of which we currently have three (3), are enrolled in a self-contained ESL class based on proficiency level and receive the same instruction as the non-SIFE students; however, those students receive extra academic skills support during the students' lunch period and/or after school if there is a need. For newcomers with very limited English proficiency, in addition to the self-contained ESL instruction, we utilize Rosetta Stone to increase their English acquisition and pair them with a more advanced student who speaks their native language to provide extra support. For long-term ELLs, we have found that many of their deficits are in Reading Comprehension & Writing, therefore, the ESL teacher supports the content area teachers' instructional goals by helping students to develop the necessary skills to be successful on Regents exams and graduate from high school. 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. 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.

7. 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?
   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.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   ELL's with special needs will be appropriately placed into ICT 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. The ESL teacher collaborates with the Special Education teachers on best instructional practices to reinforce students understanding of content area material while also reinforces English language development.

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. 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.

   12 of the 14 ELL students are 9th & 10th graders. Both of 11th grade ESL students are Advanced on the NYSESLAT, and will be taking the ELA Regents for the first time in January. 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 laguage 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

    Our program is incredibly effective. Our students make progress in language proficiency each year, and typically test Proficient before their 12th grade year, which is why we don't have any ELLs in the 12th grade. Additionally, our ELL students pass all necessary regents exams in order to receive a Regents Diploma.

11. What new programs or improvements will be considered for the upcoming school year?

    Currently the ESL teacher is exploring web-based language programs that students can access both at school and at home, that will also provide useful data to drive instructional goals and plans. These web-based programs will also allow for a greater level of differentiated language instruction.

12. What programs/services for ELLs will be discontinued and why?

    None

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

    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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

    High interest young adult novels, Rosetta Stone, word processing, noredink.com, quizlit.com, and readtheory.org, powerpoints created with illustrations to support reading comprehension of difficult texts, graphic organizers, and word translation programs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

    Students have access to dictionaries, online word translation programs, and utilize Google Images that offer illustrations.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

    All resources are appropriate for high school students. Our school computers have NYC DOE filters and blocks to prevent access to any inappropriate material. Reading texts are chosen for their young adult high interest.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In the spring prior to the beginning of the next school year, the school holds an orientation wherein academic programs, special instruction programs (including the ESL program) are introduced and explained.

18. What language electives are offered to ELLs?

    Spanish, which is what is offered to all students at our school.

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

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)
Bennett Lieberman	Principal		11/15/13
Mayra Messi	Assistant Principal		11/15/13
Sherry Lisbon	Parent Coordinator		11/15/13
Caroline Worthington	ESL Teacher		11/15/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Amy Paskal	Guidance Counselor		11/15/13
Derek Jones	Network Leader		11/15/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 561

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 that they give to their students at the start of each semester 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 218 students that have a home language of Spanish, 1 with a home language of American Sign Language, 1 Afrikaans, 1 Afroastiatic, 1 Akan, 1 Albanian, 2 Arabic, 11 Bengali, 1 Cantonese, 2 Chinese, 1 French, 3 Fulani, 1 Ga, 1 Mandinka, 2 Niger-Congo, 1 Philipino (Tagalog), 2 Portuguese, 1 Serbo-Croatian, 1 Swahili, 1 Swedish, and 1 Twi.

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

Teachers are given a print out of the ATS Report "RHLA" with the students' homelanguage listed, so that both written and verbal communications with parents can be in their home language.

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 sme 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
Amanda Torres	Teacher	Spanish
Diane Kelly	Teacher	Spanish
Carrie Worthington	ESL Teacher	Spanish
Mayra Messi	Assistant Principal	Spanish
Sheila St. Louise	Paraprofessional	French, Haitian Creole

In addition, the school utilizes the the DOE's phone-base translation service for meeting with the parents.

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.

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, which we will access at http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Respo nsiblities.htm.