

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PARK EAST HIGH SCHOOL

DBN (i.e. 01M001): 04M495

Principal: KEVIN MCCARTHY

Principal Email: KMCCART6@SCHOOLS.NYC.GOV

Superintendent: FRED WALSH

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kevin McCarthy	*Principal or Designee	
Yessenia Briceno	*UFT Chapter Leader or Designee	
Judith Reyes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sam Williams, Ishita Islam	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lourdes Velez	Member/ Parent	
Taunis Quezada	Member/ Parent	
Mercedez Wilson	Member/ Parent	
James Gonzalez	Member/ Parent	
Steven Serling	Member/ Teacher	
Erin Crispell	Member/ Teacher	
Marina Capetillo	Member/Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
x	<ul style="list-style-type: none">▪ 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.

To improve outcomes for students with Individualized Education Plans (SWD) after graduation by implementing transition portfolios. It is expected that 50% of students with Individualized Education Program will have completed the grade-level portion of their transition portfolio by the June of 2015.

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.

Over the past few years, a greater emphasis has been placed on meaningful transition planning for students with Individualized Education Program. Although we graduate students with Individualized Education Program, their participation on post-secondary education varies. The need for well articulated transition planning has been identified through interviews with our graduates. This is one way that we can ensure students are successful upon graduation.

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. In order to build transition portfolios, students will complete a Vocational One interview and create a Career Zone profile to determine possible areas of interest during their freshman year.
2. In order to build transition portfolios, students will take inventories to align professions based on interests. They will identify 3 professions and their educational requirements during their sophomore year.
3. In order to build transition portfolios, students will participate in volunteer opportunities to further develop their understanding of the roles and responsibilities of possible career paths during their junior year.
4. In order to build transition portfolios, students will participate in an internship, school or community based, to apply academic and social skills in a real-world setting during their senior year.

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

1. Resource teacher, guidance counselors
2. Resource teacher, guidance counselors
3. Resource teacher, guidance counselors
4. Resource teacher, guidance counselors

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

1. Student, parent and teachers will meet once a year to identify (school and community) extra-curricular activities based on interest with a target of 80%
2. Each teacher will dedicate one resource period every two weeks to transition planning with
3. Target goal for juniors will be to participate in at least two volunteer opportunities
4. Target goal for every senior will be to identify three possible post-secondary options (Bachelors, Associate, Vocational Training Certification)

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

1. Start September 2014; End June 2015
2. Start September 2014; End June 2015
3. Start September 2014; End June 2015
4. Start September 2014; End June 2015

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

1. Weekly ISS (Instructional Support Services) meetings, Annual reviews (including Triennials), monthly transition professional development, Resource class
2. Weekly ISS meetings, Annual reviews (including Triennials), monthly transition professional development, Resource class
3. Weekly ISS meetings, Annual reviews (including Triennials), monthly transition professional development, Resource class
4. Weekly ISS meetings, Annual reviews (including Triennials), monthly transition professional development, Resource class

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).

- Instructional Support Services- Parent workshops/dinners will be held twice a year to inform parents about graduation requirements, Regents exams and tutoring and
- Parents will be given access to Jupitergrades (student information system), where they will be able to keep track of their child's grade and contact information for

- all of their child's teachers.
- ISS team will be regular communication with parents regarding their child's progress, including grades, credit accumulation, internship/volunteer opportunities, attendance

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		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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.

To improve Student Progress by increasing the percentage of students earning 10+ credits in their second year by 3% in the 2014--2015 school year

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

Describe the research-based 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. Ongoing from the beginning of the year, staff will review of data from progress reports, Regents exams, and in-class assessments to create urgency and focus attention on the target populations (in particular the lowest third).
2. An inquiry team that focuses on effective practices for serving the needs of the lowest third will meet bi-weekly to review data and analyze teacher assignments and student work samples
3. A review of data from scholarship data from each marking period to create urgency and focus attention on the target populations. Goals will be shaped for each class each marking period and plans to address the needs of the students who struggle most to pass classes, accumulate credits and make promotion standards.
4. Weekly meetings with department heads will be held throughout the year to review data, create agendas for department meetings and create new policies and procedures to address the needs of the target populations.
5. Weekly grade level meetings in coordination with Professional Development Planning Committee (comprised of teachers, administrators, and coaches) will focus on the needs the students in second and third year that struggle most.
6. Creation of special Holdover Advisories to provide specific academic support to students who have not previously made promotion standards through credit accumulation

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

1. Teachers, Assistant Principal for Instruction and Supervision, grade level teams
2. Inquiry Team members—teachers, AP
3. Teachers, AP, Programmer, grade level teams
4. Department Heads, AP, Principal
5. Grade Level Coordinators, Grade Level Teams, PD Planning Committee, AP, Principal
6. Holdover Advisory teachers

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

1. A target of 3% increase in the students in the second year cohort receiving 10+ credits
2. Each member of the team will present at least one piece of teacher work and one set of student work samples
3. Each teacher will focus on improving the course passing rate by focusing on getting 2 or 3 failing students in each class to pass
4. Target goal is for each Department Head to meet every week throughout the school year
5. Target goal is for each Grade Level Coordinator to meet every week throughout the school year
6. 3% of students in the Holdover Advisory will earn the 10+ credits they need to make promotion standard and graduate

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

1. Start date 9/9/14 end date 6/26/15
2. Start date 9/14/14 end date 6/6/15
3. Beginning and end of each marking period
4. Start date 9/9/14 end date 6/26/15
5. Start date 9/4/14 end date 6/26/15
6. Start date 9/9/14 end date 6/26/15

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

1. Weekly PD sessions will be used for teams to meet for this analysis
2. Bi-weekly meetings will be scheduled for this and per session will be set aside specifically to support this activity
3. At the end of each marking period staff meeting time will be used to meet in grade level teams to do goal setting
4. Weekly PD sessions will be used for teams to meet.
5. Weekly PD sessions will be used for teams to meet. Plus, weekly after school meetings for PD committee to meet. Per session will be used to support the PD committee's work
6. Twice a week, Holdover Advisory will meet for a 30 minute session. Circular 6 assignment will be used for this.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The school will establish advisories and Grade Level Coordinator positions that provide extra academic advisement and serve as additional outreach points of contact with parents.
 - Parent Coordinator will train parents in the use of the Jupitergrades
 - Parent Coordinator and other staff will regularly attend PTA meetings to share information and respond to parent questions and concerns.
- Parents will be given access to the student information system (Jupitergrades.com) which includes grade books for each class and other vital information about their child's progress in each of their classes. A communication link via automated email and cell phone messages will facilitate communication between parent, student and teacher regarding individual student progress.

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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.

To improve student progress outcomes by increasing the rates and scores on the Global Studies Regents. An increase of 10% Regents Pass Rate for the Global Regents over last year's results expected by the end of the 2014-2015 school year—(June and August 2015 Regents administration. This would mean an increase in the number of students passing the Global Studies Regents from 48% to at least 58% by the end of the school year.

Comprehensive Needs Assessment

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

Although a trend analysis of the past few years shows some improvements in our progress in the area of Regents exam results, we continue to struggle to meet the needs of subgroups, particularly the lowest third. This underscores the importance of continued improvement in this area. Looking at the Regents results this past year, although there was good performance in some areas, the performance of our students on the Global Regents lags behind the gains made on other exams. This is particularly true when our performance is compared to prior cohorts. For these reasons, it is crucial to frame an appropriate goal for this area with special attention paid those students who continue to struggle

Instructional Strategies/Activities

Describe the research-based 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. Ongoing from the beginning of the year, staff will review of data from progress reports, Regents exams, Mock Regents, and in-class assessments to create urgency and focus attention on the target populations (in particular the lowest third).
2. A review of data from scholarship data from each marking period to create urgency and focus attention on the target populations. Goals will be shaped for each class each marking period and plans to address the needs of the students who struggle most to pass the Global Regents.
3. Weekly meetings with department heads will be held throughout the year to review data, create agendas for department meetings and create new policies and procedures to address the needs of the target populations. Literacy strategies in content areas that can support student performance on the Global Regents will be a consistent agenda item for these meetings.
4. Weekly grade level meetings in coordination with Professional Development Planning Committee (comprised of teachers, administrators, and coaches) will focus on the needs the students that struggle most to pass the Global Regents.
5. Creation of special Holdover Advisories to provide specific academic support to students who have not previously passed the Global Regents.
6. Each marking period, individualized Regents prep and tutorial plans for students who have not passed in prior administrations of the exams will be created.
7. Intensive tutoring sessions in extended day (8 sessions minimum) in the weeks before the January and June administrations of exams to prep students for the exams.

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

1. 10th Grade level team, AP, 10th grade guidance counselor, Social Studies Department Head, Global Teachers.
2. Teachers, AP, Programmer, grade level teams
3. Department Head, AP, Principal
4. Grade Level Coordinator, Grade Level Team, PD Planning Committee, AP, Principal
5. Holdover Advisory teachers
6. Teachers/Tutors
7. Teachers/Tutors

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

1. An increase in the Regents Pass Rate of 10% over last year's rate
2. Each teacher will focus on improving the course passing rate by focusing on getting 2 or 3 failing students in each class to pass
3. Target goal is for each Department Head to meet every week throughout the school year
4. Target goal is for each Grade Level Coordinator to meet every week throughout the school year
5. 10% of students in the Holdover Advisory will pass the Global Regents and meet the graduation requirement
6. At least 80% attendance for tutoring sessions
7. At least 80% attendance for tutoring sessions

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

1. Start date 9/9/14 end date 6/26/15
2. Beginning and end of each marking period

3. Start date 9/14/14 end date 6/6/15
4. Start date 9/9/14 end date 6/26/15
5. Start date 9/4/14 end date 6/26/15
6. Start date 9/9/14 end date 6/26/15
7. Start date for each Regents Administration (January and June) is 8 weeks prior to the Regent and ending the day before each exam

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

1. Weekly PD sessions will be used for teams to meet for this analysis
2. At the end of each marking period staff meeting time will be used to meet in grade level teams to do goal setting
3. Weekly PD sessions will be used for teams to meet.
4. Weekly PD sessions will be used for teams to meet. Plus, weekly after school meetings for PD committee to meet. Per session will be used to support the PD committee's work
5. Twice a week, Holdover Advisory will meet for a 30 minute session. Circular 6 assignment will be used for this
6. Twice a week, Extended Day Tutoring Sessions will meet for a 50 minute session.
7. 8 sessions minimum for each student will be scheduled plus additional after-school sessions that will be supported with per session funds as needed

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- The school will establish advisories and Grade Level Coordinator positions that provide extra academic advisement and serve as additional outreach points of contact with parents.
- Parent Coordinator will train parents in the use of the Jupitergrades
- Parent Coordinator and other staff will regularly attend PTA meetings to share information and respond to parent questions and concerns.
- Parents will be given access to the student information system (Jupitergrades.com) which includes grade books for each class and other vital information about their child's progress in each of their classes. A communication link via automated email and cell phone messages will facilitate communication between parent, student and teacher regarding individual student progress.

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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
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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
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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	Tenth graders are programmed for a double period of English. These classes are designed to provide students with, among other things, reading comprehension strategies, vocabulary building, and strengthening overall literacy skills.	Small group with additional tutoring available	Classes meet every day.
Mathematics	We are providing students identified as needing academic intervention in math with both small group and one-to-one tutoring through an in-school pullout program. everyday, except Wednesday, from 8-9am	Students will be served in small group pull out and also have the opportunity to attend additional tutorial sessions	Classes meet every day, and tutoring sessions are every day except Wednesday, from 8-9am
Science	All students are afforded the opportunity to avail themselves of early morning tutorial sessions. The primary focus of these sessions is to build test taking skill.	Small group/Tutorial	Sessions are scheduled from 8-9am Monday, Tuesday, Thursday and Friday
Social Studies	All students are afforded the opportunity to avail themselves of early morning tutorial sessions. The primary focus of these sessions is to build test taking skill.	Small group/Tutorial	Sessions are scheduled from 8-9am Monday, Tuesday, Thursday and Friday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	All students are provided at-risk services through referral to the guidance counselor and social worker. Our advisory system provides additional support	One-to-one and small group	Services are provided during the school day and before or after school as needed

**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.
<ul style="list-style-type: none"> • A hiring committee including administrators, teachers and students will recruit and screen candidates through a process of interview and demonstration lessons to ensure that we attract highly-qualified teachers. • Mentors will be assigned to support struggling and un-qualified teachers • Teachers on a tenure track will participate in a special group called the Tenure Academy that supports the development of the practices of the teachers so they become highly qualified • The pupil personnel secretary will work closely with the HR Director on the network team to ensure that non-HQT meet all required documentation and assessment deadlines

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).
Working in consultation the Network Team, the school conducts teacher- led and teacher planned professional development that emphasizes meeting alignment with the Common Core. This year, the use of Danielson's Framework for Effective Teaching will be the anchor for this professional development. Effective instructional practices related to the competencies in Danielson that are a part of the new teacher evaluation system, Advance, will be explored, practiced and perfected through simulation and cycles of inquiry team work. When appropriate, parents are informed of current program modifications or newly adopted initiatives that have been collaboratively agreed upon, to further our students' academic progress.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
A private grant provided through a CBO (the Institute for Student Achievement) will help to offset the cost of other programs by providing per session resources for curriculum development and committee work. This will free up some funding that would have otherwise been spent on those activities and programs so that they can be applied to work on this goal. Special support for academic support, college preparation and counseling for at-risk freshmen, juniors and seniors will be available through programs in partnership with CBO (Union Settlement and Stanley Issacs) that are funded by NYC DYCD—these programs provide for some funding to focus on parent outreach and workshops.

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.
A group of 8 teachers (four selected by the principal and four selected by the UFT Chapter Leader) participated in the a committee that reviewed the options and recommended assessment choices to be used for the MoSL. Ongoing PD for all aspects of Advance have been the focus of weekly meetings. Staff receive training in use of the rubrics for MoTP by evaluating video of lessons. Additional one on one PD is available with coaches, the Lead Teacher, and administrators to help teachers to improve their practices and score better on all of the Danielson components.

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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$244,766.61	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,184,559.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 04	Borough Manhattan	School Number 495
School Name Park East High School		

B. Language Allocation Policy Team Composition [i](#) 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 Kevin McCarthy	Assistant Principal Suzy Ort
Coach type here	Coach type here
ESL Teacher Caroline Worthington	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Xiomara Rodriguez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
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 <u>not</u> 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)	411	Total number of ELLs	15	ELLs as share of total student population (%)	3.65%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	9

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2	0	0	6	1	0	9	0	2	17

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	6	1	0	9	0	2	17
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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																
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	
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										6	3		1	10
Chinese										1				1
Russian														0
Bengali														0
Urdu														0
Arabic											1			1
Haitian										1				1
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	9	4	0	2	15								

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)										1	0			1
Intermediate(I)										1	0		1	2
Advanced (A)										7	3		1	11
Total	0	9	3	0	2	14								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	2	0	1	0
Integrated Algebra	8	0	4	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	4	0	2	0
Physics	0	0	0	0
Global History and	2	0	1	0
Geography	0	0	0	0
US History and	2	0	1	0
Foreign Language	0	0	0	0
Government				
Other _____				
Other _____				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Informal assessments are used that are generated by the teacher. They are administered during class and the data is used to inform instructional decisions by the teacher. Since we have a small population and only one teacher, the opportunities to differentiate instruction on an individual level are possible. The teacher creates individual instructional plans for each student . Opportunities exist

for the ESL teacher to collaborate with teachers in content areas based on assessment data shared through student information system (Jupitergrades).

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most students enter our school at the Intermediate or Advanced level and test out as the Proficient level before graduating. This next effect of this is students are proficient quickly and our total number of ELLs is consistently low over time.
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](#))
N/A--RNMR not available as of 11/1 when this was written.
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?

Paste response to questions here:
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](#).)
N/A--we only serve grades 9--12
6. How do you make sure that a child's second language development is considered in instructional decisions?
Development of English is supported schoolwide by a focus on reading informational texts and writing with an emphasis on use of evidence in argument. Development of academic vocabulary is likewise a schoolwide focus that each discipline area focuses on. The use of bilingual dictionaries, computers, Smartboards, and other technology to provide ELLs with additional supports for language development is common throughout the school.
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?

No dual language program
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of programs for ELLs is tracked by disaggregating their grades and performance data through information systems like ARIS and Jupitergrades. This allows us to focus on ELL performance not only on big, summative exams, but also performance throughout the year in all classes and content areas.

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](#).)
 1. When completing the HLIS, the guidance counselor, parent coordinator, and AP, work as an informational team to help the parent completely understand what ELL programs and options are offered at the school. The program selection form is also given to the parents since many parents never return. This informs the school staff where their child should be placed before the LAB-R. After the LAB-R all parents are informed by mail, regarding their child's entitlement and placement. Currently, our school offers only an ESL Freestanding program so, if the parent doesn't feel that this is appropriate for their child, after the informational session, then the parent has the option of requesting a transfer to a school that offers the desired program. Students new to the NYC system are administered the LAB-R for entitlement and placement. This is done within the first 10 days of school. Parents are informed about the state's annual NYSESLAT Exam for which data is collected regarding progress and/or which communication

skill(s) to improve. This is the only exam an ELL can be removed from ELL 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.
After viewing the video on program selection, the parents fill-out the forms. The form is returned to the AP, who evaluates the forms and adjusts student programs to satisfy their needs. Parents are informed by mail. The Parent Coordinator will call parents for special events or for academic intervention services. Between 1 -8 school days, a student is placed in a program selected by the parents.
3. 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 [\[see tool kit\]](#).)
All entitlement letters are mailed with contact information so that parents may call for clarification. This happens in the beginning of the year for those students who took the NYSESLAT. LAB-R testing for new admits happens all year round; therefore parents are informed via mail regarding the LAB-R results and entitlement.
4. 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.
Covered in question number 1
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.
All ELLs who are eligible for the NYSESLAT are identified and administered all sections in the scheduled ESL class or pulled out during extended day sessions if necessary to complete all sections. Any eligible students who are LTAs are identified early and scheduled for a home visit by the attendance teacher to ensure that they are present for the administration of all sections of the NYSESLAT.
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. 
Most students come to our school already having chosen ESL or being served in ESL in previous schools. There has been no significant request for other programs and consequently, the major trend is for students to stay at the school rather than seeking transfer to another school that provides other programs. Paste response to question here:

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])?

A. The organizational model is self-contained. ELLs are placed according to NYSESLAT and LAB-R scores.

B. Classes are un-graded with the mixed proficiency Paste response to questions here:

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)?

The Assistant Principal with the guidance staff carefully evaluate NYSESLAT and LAB-R scores to determine the instructional minutes. Our instructional time per week for ELLs go beyond the required time under CR Part 154. This includes ESL, ELA, and ELA instruction. Each class period is 39 to 43 minutes depending on the day of the week. The Beginning level receives 630 minutes of services; the Intermediate level receives 420 minutes of services, and the Advanced levels receive 210 minutes of ESL and 210 minutes of ELA. Instructional time is calculated per amount of period, per day times 5 days.

3. 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.

The content area classes use English as the LOI and utilize ESL methodology. Instructional approaches include the use of leveled texts and modified assignments for each level. Content specific academic vocabulary is practiced and PD sessions and common planning time allow teachers to collaborate in the development and design of curricula to support ELLs. Text complexity and use of evidence in argument are the focus for development of Common Core reading and writing standards. The language development must be scaffolded; therefore, tapping into their prior knowledge and making connections to their daily lives with meaningful activities that they can utilize in the outside world. The teachers enrich and reinforce vocabulary that is essential in comprehending content knowledge. The ESL teacher integrates comprehension strategies in her daily planning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
N/A no dual language program
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Curriculum maps, assessments and major assignments that provide opportunities for evaluation of ELLs in all four modalities are reviewed by administrators and committee of teachers to ensure quality and appropriateness. Results in the form of student work samples are also assessed in committee.
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).

A. We do not generally have many SIFE in our school. We seek to identify ELLs that have had an interrupted formal education. If they are identified, they are placed in a self-contained program, 5 times-per-week for 90 minutes. Students will explore and develop literacy skills. The students also have one ELA class where they are exposed to literature and literary elements in anticipation of the ELA Regents. Classes are in the provided leveled libraries and new books are introduced regularly.

B. All newcomers and/or those who score below cut score (B) on the NYSESLAT are placed in a double period language development class (R) daily along with a daily ELA class on the same level that is literature-based (T). If the NYSESLAT is not available, then a LAB-R test is given to determine the appropriate ESL level for students. Further, AP and

Guidance Counselors determine students' course of study. The annual NYSESLAT will determine if the ELLs are progressing. Moreover, we have an on-going after-school program and the ESL teacher has had training on comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This also aligned and reinforced in ELA classes.

C. ELLs receiving 4 to 6 years of service have difficulty in reading and writing skills. Therefore, our efforts have been to strengthen their comprehension and exposing them to rich, authentic texts. Students have daily reading with a guided activity that the teacher models. Usually, the activities involve activating prior knowledge and making connections to their daily lives. All ESL teachers have had training in comprehension strategies with a focus on vocabulary, leveled classroom books, and literary elements. This also aligned and reinforced in ELA classes.

D. Long-Term ELLs who are six years or more in an ESL program demonstrate that they are taking more than the prescribed amount of time to gain proficiency in English. These students continue with services until they test out with the NYSESLAT. These ELLs are also recommended to attend the after-school instructional program and/ or credit recovery. This year, we are tracking students by using available data systems like ARIS and Jupitergrades to see if they are passing classes and making progress by using NYSESLAT scores. These students receive Academic Intervention Services from our instructional programs that range from ELA/Literacy to Regents Prep. The ESL teacher has had training in comprehension strategies with a focus on vocabulary, leveled classroom books and literary elements.

E. Long term ELLs receive ESL services which is determined by their LAB-R and/or NYSESLAT scores. These students are encouraged to attend after-school tutoring and extended day programming.

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?

Teachers of ELLs and SWDs use leveled libraries and other ancillary texts as well as using texts used in content area classes in order to differentiate support according to student's needs. Particular emphasis is put on language development intrinsic to content areas (e.g. science-specific vocabulary) Curricula are developed in collaboration with teachers in content areas and support for ELL--SWDs is specifically addressed in this collaboration in order to accelerate English language development.

7. The school organizes and schedules common planning time in order to facilitate the collaboration of teachers in developing more personalized and differentiated curricula and instructional practices to benefit the diverse needs of ELL-SWDs.

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?

The school organizes and schedules common planning time in order to facilitate the collaboration of teachers in developing more personalized and differentiated curricula and instructional practices to benefit the diverse needs of ELL-SWDs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

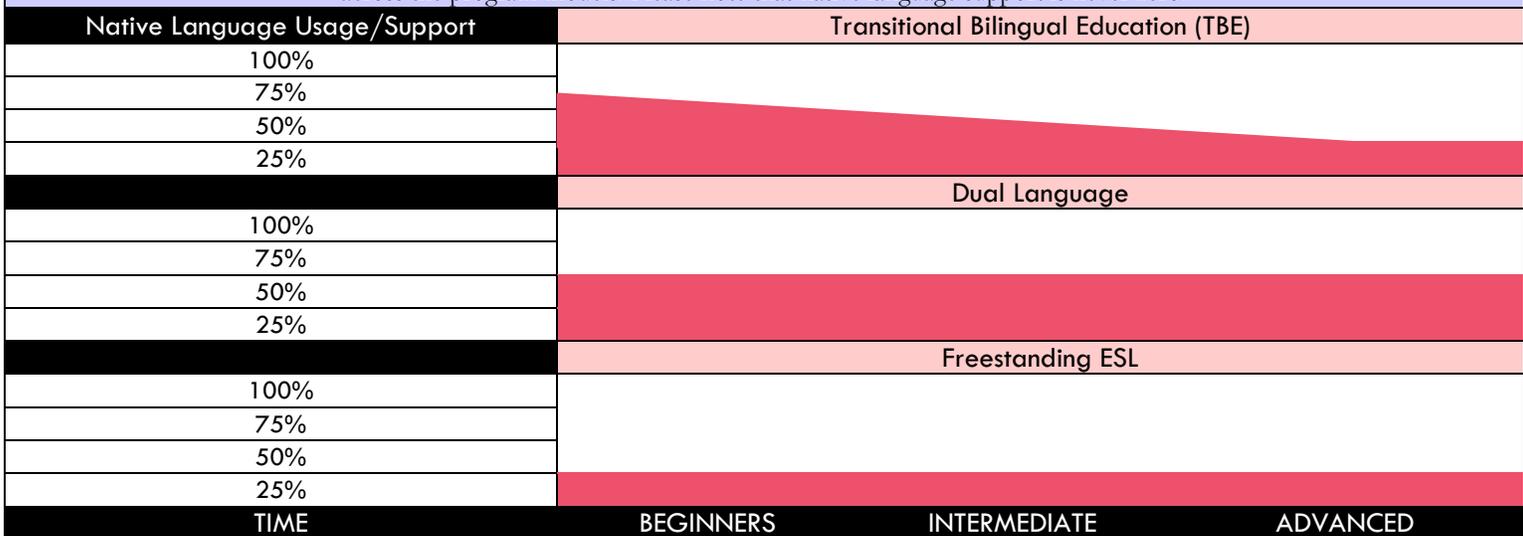
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
The targeted intervention programs for our students involve Regent Prep. during after school for all content classes and credit recovery for credit accumulation and Regents Prep. Title 1 funds are utilized for ELLs in need of credit.
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 current program is effective and nearly 100% of ELLs graduate on time and meet or exceed college readiness standards.
11. What new programs or improvements will be considered for the upcoming school year?
Achieve 3000 Reading tracker, Plato Learning Acussess
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.
All ELLs are included in after school and supplemental services. We have a credit recovery after school programs for which they participate in. Our year round after school tutoring programs are structured for ELLs to make gains in attaining proficiency in English. The program gives ELLs access to Regents prep with literacy support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Instructional materials used to support the learning of ELLs in content areas and language development are meaningful and real world literary and academic texts, technology used for gathering research information and to develop writing skills, print-rich and visual aides (including use of Smartboard) and charts (T-charts, diagrams, graphic organizers, collaborative activities that involve group projects). Thematic approaches for the whole class, magazines, and newspapers to create stories, cooperative learning/social interaction. The instruction must be modeled with real world materials. There should be read aloud and silent reading involved in the lesson development. Teachers focus on building reading comprehension skills, use of evidence in argument and development of academic vocabulary.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
N/A no TBE, DL programs available at this time.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All ESL classes have mixed grades with mixed ages. Our ELLs are all leveled according the reading and writing scores on the NYSESLAT and LAB-R. Therefore, teachers differentiate by examining data and informing instruction to their needs. The teacher can group students according to weaknesses and form work groups where parts of the lesson can focus on their needs.
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.
As we often accept new students over the counter, we provide an orientation to the school that integrates the students into our program. Our advisory program, which every student is programmed for twice a week, continues this support throughout the school year for all four years that a student attends.
18. What language electives are offered to ELLs?
None available at this time
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A No dual language programs available at this time.

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.

PD Plan

Literacy Learning and Language Development

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

Reading and writing content towards ELA Regents

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

Teaching Language through Content

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

Scaffolding Language

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

Reading and writing in a second language

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

Integrating Language and subject learning

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

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

2. The staff has Common Planning Time where teachers are informed and have discussions on ELLs. We have assemblies with teachers and students.
3. All staff during PD sessions has ELL training. The training includes instructional strategies and materials to assist ELLs in class. This helps to support teachers that have ELLs in their classroom. This is

also part of their CPT where teachers plan lessons together and create curriculums for all students.

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

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **04m495** School Name: **Park East High School**

Cluster: **04** Network: **404**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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