

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

School Name: Central Park East II
DBN (i.e. 01M001): 04M964
Principal: Naomi Smith
Principal Email: nsmith3@schools.nyc.gov
Superintendent: Alexandra Estrella
Network Leader: Alison Sheehan

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Naomi Smith	*Principal or Designee	
Vanessa Miller	*UFT Chapter Leader or Designee	
Liz Simmons	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Yhane Smith	Member/ SLT Chair and Parent	
Theresa Luongo	Member/ Assistant Principal	
Matt Amore	Member/ Teacher	
Vida Nazemian	Member/ Teacher	
	Member/ Parent	
Raven Snook	Member/ Parent	
	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

Over the course of the 2014-15 school year, 100% of classroom teachers will continue to develop expertise in framing mathematics instruction--through the use of the CCLS-aligned curriculum, (EngageNY)—around mathematical “Big Ideas,” the standards of mathematical practice, inquiry-based approaches, and the importance of language in teaching and learning mathematics as a way to develop student agency, resulting in teachers using a common consistent language around mathematics.

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.

Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, is aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

We are pleased that our students have continued to grow as thoughtful mathematicians who understand that math is about more than just computing an answer. We have also been pleased with our continued progress on the State Math Assessment, but want to ensure that all students have the solid foundation needed to undertake the greater cognitive demands of the common core standards. We feel a more focused approach to fluency activities and daily problem solving will help build this foundation, and the implementation of EngageNY’s CCLS-aligned curriculum supports such a focused approach. Although our staff reflects a range of experience in math instruction, there is a school-wide need to support classroom teachers in continuing to develop expertise in the implementation of this newer curriculum , while maintaining a pedagogical approach that emphasizes the use of “Big Ideas” to frame and support students understandings of related mathematical skills and concepts, the use of the standards of mathematical practices to support students in producing meaningful work products, the use of inquiry-based instructional methods that serve to engage and meet the needs of all learners, and the importance of language in teaching and learning mathematics as a way to develop student agency. These emphases are not immediately evident in the new curriculum and professional development is needed to continue supporting teachers in aligning the curriculum to these components of our pedagogical approach.

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

Strategy- All teachers will implement the EngageNY math curriculum and will participate in professional development to support the alignment of the new curriculum with key components of our pedagogical approach.

- 1. Activity—All classroom teachers will implement the EngageNY math curriculum.**
- 2. Activity—All classroom teachers and relevant specialists will participate in common planning time to meet and plan effective math instruction for classrooms, across grades, using the EngageNY curriculum and aligning the curriculum with the use of Big Ideas, an emphasis on standards of practice, the use of inquiry-based approaches, and the close study of the importance of language in teaching and learning mathematics, and at least 50% of classroom teachers will participate in comparable grade-level planning with other schools in our network.**
- 3. Activity – All classroom teachers will participate in inter-visitations (in the form of lesson studies) by grade in order to observe robust mathematical models, framing of Big Ideas, highlighting of mathematical practice standards, the use of inquiry in action, and the use of language, and will incorporate effective observed practices into their planning/instruction.**

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

- 1. Designated staff member will coordinate the ordering/printing of EngageNY math materials; office staff and parent volunteers will support organization and distribution of EngageNY math materials.**
- 2. Administrators will schedule and organize coverage for common planning time with a focus on mathematics**
- 3. Administrators will schedule and provide coverage for three rounds of full day shared practice lesson studies and planning time outside of the school.**

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

- 1. All classroom teachers will implement all available Engage NY math modules (either partially or in their entirety).**

- 2.
- 3. Math planning and instruction in all classrooms will reflect the alignment of the EngageNY curriculum modules with the use of Big Ideas, an emphasis on the standards of mathematical practice, the use of inquiry-based approaches, and the importance of language in teaching and learning mathematics.
- 4. Math planning and instruction in all K-5 classrooms will reflect the incorporation of effective practices observed in inter-visitations.

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

- 1. Implementation will be on-going from Sept., 2014 to June, 2015.
- 2. Grade-level common planning meetings devoted to math will be scheduled at least once a month, and once per lesson-study cycle after school (with other schools).
- 3. Inter-visitations (in the form of lesson studies) will occur three times throughout the year.

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

- 1. Coordination with network math instructional specialist and EngageNY module printer to allow for timely provisioning of materials to classroom teachers.
- 2. Coordination of schedule to allow for common math planning time for grade level teams during the school day. Per session for grade-level planning coordinated by network math instructional specialist (at least 2 hours, per participating teacher, per lesson-study cycle).
- 3. Releasing of teachers to allow for their participation in lesson-study inter-visitations, on- and off-site. Coordination of school-wide schedule and space allocation to allow for on-site lesson-studies.

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).

Provide math workshops for parents across various grade levels to help them support students' mathematical learning needs at home.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

Over the course of the 2014-15 school year, 100% of classroom teachers will strengthen literacy curriculum and instruction through the increased integration of informational texts and phonemic awareness to support students across all grade levels, and by the end of the 2014-15 school year, among students (grades 1 to 5) who are not meeting reading benchmarks, at least 5% will meet the June benchmark (as measured by the TC reading assessment).

Comprehensive Needs Assessment

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

Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

Based on our reading assessment data (from TC reading assessments), we have seen continued and steady growth in our students' proficiency as readers. Additionally, we met our 2013-14 CEP goal related to readers whose reading levels were below grade-level benchmarks (moving 5% of those students to reading at or above grade-level benchmarks by June).

We feel continued growth in students' proficiency as readers will be best supported by school-wide support of teachers in strengthening their use of informational texts (in alignment with the CCLS) and integrated phonemic awareness in reading and writing across the grade levels. This is work that began in recent years on different grade levels (with a greater emphasis on informational texts in upper grades and a greater emphasis on the use of phonemic awareness in the lower grades), but which is now ripe for school-wide development.

Continued targeting of students who are reading below grade-level benchmarks is also warranted, based on a review of TC AssessmentPro data as well as our 2013-14 Progress report (which showed a need for improved student performance on the ELA).

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

Strategy- All teachers will participate in professional development to strengthen literacy instruction through the increased integration of informational texts and phonemic awareness to support students across all grade levels

- 1. Activity—All classroom teachers will be meeting and planning with curriculum specialists (including outside consultants and our literacy coach) to more fully integrate informational texts into their curriculum and instruction, in alignment with the CCLS .**
- 2. Activity – All teachers in Kindergarten through grade 5 will be piloting and continuing the use of informational reading assessments.**
- 3. Activity—All classroom teachers will be meeting and planning with literacy specialists (including outside consultants and our literacy coach) to further develop school-wide use of phonemic awareness to support reading and writing.**

Strategy- Students (grades 1 to 5) who are not yet meeting reading benchmarks as measured by reading assessments will receive targeted intervention.

- 4. Activity—Small-group intervention based on independent reading levels (using Leveled Literacy, Reading Recovery and Guided Reading, provided by our reading intervention specialist) and based on reading strategy needs (using Guided Reading, provided by classroom teachers).**
- 5. Activity—One-on-one intervention tailored to the individual reading needs of Kindergarten through 2nd graders in the target student group (provided by an outside literacy specialist).**
- 6. Activity—An after-school Reading Clinic for students in the target student group who are not reading outside of school to provide a time and space for them to read (monitored by classroom teachers).**
- 7. Activity—Bi-monthly monitoring of students in the student target group to track progress in independent reading levels, use of strategies learned in intervention and classroom work, and reading habits, with adjustments to interventions as needed.**

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

- 1. Classroom teachers in grades K to 5, LitLife consultants, literacy coach/AP, reading intervention specialist**

<ol style="list-style-type: none"> 2. All classroom teachers, grades K to 5, literacy coach, reading intervention specialist 3. Classroom teachers, PerDev consultants, literacy coach/AP, reading intervention specialist 4. Reading intervention specialist, classroom teachers in grades K to 5 5. NorthSide Child Development Center literacy specialist 6. Select classroom teachers 7. Classroom teachers grades K to 5, out-of-classroom intervention providers, literacy coach/AP, data specialist, principal.
<p>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> 1. Implementation and revision of curriculum map designed with outside consultants and/or literacy coach reflecting the increased integration of informational texts into curriculum and instruction. 2. Use of F&P informational reading running records in grades K-5 and review of collected data. 3. Implementation of linguistic phonics approach within reading, writing and word study in all K to 5 classes. 4. By the end of the 2014-15 school year, 1.5 year's growth in independent reading levels and increased use of reading strategies for 5% of students in target student group. 5. By the end of the 2014-15 school year, 1.5 year's growth in independent reading by 5% of students in target student group. 6. Improved out-of-classroom reading habits for students in the target student group, as reported by Reading Clinic teachers and classroom teachers 7. Bi-monthly documentation of independent reading levels, strategies in use, reading habits, and adjustments to interventions for students in target student group.
<p>D. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> 1. K-2 planning meetings began as early as May, 2014 and five half-day planning sessions have been scheduled for 2014-15, starting in October and ending in May. 3-5 planning meetings began in August, 2014, and are on-going and on-site with our literacy coach/AP. 2. Informational reading assessments have gone school-wide beginning in September, 2014 and will continue throughout the year. 3. PerDev consultant is on-site twice a month for planning, assessment and classroom demonstration, from Sept., 2014 to June, 2015. 4. Small-groups for targeted intervention were identified in Sept., 2014 (and are revisited on an on-going basis) and small-group instruction began in late Sept. and will continue until June, 2015, at least 2-5 times weekly, depending on the needs of the group. 5. Students for one-on-one intervention were identified in Sept., 2014, and one-on-one instruction began in September and will continue through June, 2015, a minimum of 2 times weekly. 6. Students for the Reading Clinic will be identified in Dec., 2014, and the clinic will begin in January, 2015 ending in May, 2015. Clinic will be available 3 days a week. 7. System for bi-monthly documentation will be used from October, 2014 through June, 2015.
<p>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <ol style="list-style-type: none"> 1. Contract for LitLife consultant for four full days, on-site; scheduling to allow for release of teachers during half days; purchase of professional texts for participating teachers; printing of Expeditionary Learning literacy modules. 2. F&P informational reading benchmark assessment system; scheduling to allow for coordination of teacher/literacy coach meetings related to piloting. 3. Contract for PerDev consultant for 20 days, on-site; scheduling to allow for coordination of teacher/literacy coach/consultant meetings and classroom demonstrations, and for multiple staff development sessions geared toward different groupings (i.e. grade specific, para-professionals, etc.) 4. Purchase of Leveled Literacy Intervention kits; scheduling to allow for coordination between reading intervention specialist and classroom teachers' programs; space allocation for small-group intervention by reading intervention specialist. 5. Space allocated for one-on-one intervention; scheduling to allow for coordination between literacy specialist and classroom teachers' programs. 6. Per session for Reading Clinic teachers (4 hours/week); space allocation 7. Scheduling of time to allow for teachers to review and document bi-monthly progress, time for literacy coach/AP, data specialist and principal to review bi-monthly data.

Strategies to Increase Parental Involvement

<p>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).</p>
<p>Provide a series of content-based parent-student book clubs at various grade levels led by the literacy coach/AP and librarian in partnership with the Museum of the City of New York to strengthen reading comprehension and nurture a love of reading. Provide a series of 4-6 parent workshops at various grade levels to familiarize parents with phonemic awareness, reading habits and routines, and ways to support their children in literacy. Extensive outreach will focus on parents</p>

of students in target student group.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2015, 100% of teachers will have reported increased success in incorporating social and emotional responsive practice into their classrooms, which will result in a 5% increase on teachers' "Feeling equipped to meet individual student needs" in their end of year reflections.

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.

Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.

Based on our school's 2013-14 Learning Environment Survey, families continue to rate us highly on items related to "Safety and Respect," and we are confident that this is due to the attention and care we take to emphasize the importance of students' social and emotional well-being not just in the service of learning, but for the overall well-being of the child.

This year our school faces an increased number of inclusion classes, and a larger overall student enrollment. Additionally, we have 10 teachers new to our school, including new teacher pairings among our ICT teams. For these reasons, we feel it is critical to continue to develop and strengthen teacher practices around supporting the social and emotional well-being of all students.

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

Strategy- All teachers will participate in professional development to develop and strengthen their practice around supporting the social and emotional well-being of all students.

- 1. Activity—Early childhood teachers will participate in the Emotionally Responsive Practice (ERP) school network meetings and will "turn-key" practices to other staff members at staff-wide professional development meetings.**
- 2. Activity—All teachers and administrators will revisit and reflect on school-wide Responsive Classroom practices at staff-wide professional development meetings.**
- 3. Activity—All teachers will work closely with PerDev specialists throughout the year through on-site visits, child-specific meetings, and school-wide professional development meetings.**

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

- 1. Teachers from all Pre-K, K and 1st grade classes; ERP specialists from Bank Street College**
- 2. Teachers and administrators on the School-wide Systems Committee**
- 3. PerDev specialists**

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

- 1. All classroom teachers will use ERP to implement strategies for meeting individual students' social and emotional needs.**
- 2. All classroom teachers and administrators will complete a mid-year and end-of year reflection and self-assessment around their use of school-wide Responsive Classroom practices.**
- 3. Feedback from PerDev specialists based on their observations and end-of-workshop teacher reflections.**

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

- 1. Monthly sessions beginning in October, 2014 and ending in May, 2015**
- 2. Revisiting and reflection on Responsive Classroom practices began in June, 2014 and will be ongoing throughout the school-year.**
- 3. Bi-weekly on-site visits throughout the year, as well as 4-6 PerDev workshops will be scheduled periodically over the course of the school year.**

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

- 1. Coordination of schedules and release of teachers to participate in on-site meetings with ERP specialists. Allocation of space for meetings.**
- 2. Coordination of school-wide professional development meeting schedule to allow for sessions focusing on Responsive Classroom.**

3. **Coordination of school-wide professional development meeting schedule to allow for sessions focusing on PerDev.**

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).

Our family handbook describes our school-wide Responsive Classroom practices, and our weekly newsletters update families on ERP practices.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Guided Reading, Leveled Literacy Intervention, Reading Recovery, Northside Reading Tutor	Small-group, one-to-one, tutoring	During the school day, before and after school
Mathematics	Navigator; ST Math; Summer Intensive	Small-group, one-to-one	Summer session before the school year; Before and after school
Science	Hands on workshop	Small group	During the school day
Social Studies	Hands on workshop	Small group	During the school day
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	play therapy, individual counseling, small-group social skills building	Small-group, one-on-one	During the school day and after school

**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 *TA 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.
Our school maintains partnerships with higher ed institutions for the placement of teacher interns in our school. These partnerships have allowed us to identify and recruit highly qualified teachers who are familiar with our school community and whom we have had extensive opportunities to observe.

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).
Our school contracts with outside specialists in literacy, math and socially and emotionally responsive practice to ensure that our teachers are receiving high quality professional development. Additionally, we are careful to design professional development experiences that span across the school year (sometimes more than one school year), to allow for gradual learning and development over time.

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.).

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.).
Summer gatherings for families to meet, individual parent intake interviews, beginning of year open houses and family gatherings

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.
Teachers meet weekly to support all aspects of the curriculum, including selection of multiple assessment, both formative and summative. Use of observation tools to develop knowledge of the whole child

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, ethnic and gender 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;
- providing every family with a Home/School Communication Folder;
- maintaining a schoolwide email list to provide regular information to families;
- distributing a weekly newsletter to all families with information about school programs and outside programs that support families;
- 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., Family 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;
- work to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DBN: 04M964

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	\$109,442.52	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	\$39,536.00	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	\$1,780,823.00	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 964
School Name Central Park East II		

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 Naomi Smith	Assistant Principal Theresa Luongo
Coach Theresa Luongo	Coach N/A
ESL Teacher Barbara Lipski	Guidance Counselor Norma Diaz
Teacher/Subject Area Claudia de Luna Castro CB	Parent Paulina Nissenblatt
Teacher/Subject Area type here	Parent Coordinator Saramit Morales
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)	243	Total number of ELLs	3	ELLs as share of total student population (%)	1.23%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE				1	1	1								3
SELECT ONE														0
Total	0	0	0	1	1	1	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

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

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										0

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	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

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				1	1	1								3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	1	1	1	0	3						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)						1								1
Advanced (A)				1	1									2
Total	0	0	0	1	1	1	0	3						

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	1				1
4	1				1
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	1								1
4	1								1
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					1				1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
 Paste response to questions here: We use the TCRWP to assess our ELLs. This provides us with information on decoding, comprehension, fluency, as well as phrasing.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: Our ELL population is very small. With the exception of second language learners with serious learning disabilities, our students tend to move out of ELL status within 3 years, based on the LAB-R and the NYSELAT..

3. How will patterns across NYSELAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We are finding that our Ells, with the exception of those with severe learning problems, are able to meet grade level benchmarks.

These non-LD students move through NYSELAT levels and quickly.

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](#).)

We use data from our TC assessments, Words Their Way Assessments and the decriptive feedback from the reading teacher that sees each of the ELLs and monitor closely their speaking and listening proficiency and based on this our reading specialist provides extra one on one support.

6. How do you make sure that a child's second language development is considered in instructional decisions?

All classroom teachers teach in a way that build's students' English language skills.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Using NYSELAT we have monitored the progress of our ELLs: Most of the students who come into school with limited English are able to test out within a short period. The current ELLs are students with significant learning disabilities. They have made limited progress on the NYSELAT.

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](#).)

Theresa Luongo, our AP and literacy coach, oversees the completion of the Home Language Identification Survey and conducts the initial oral interview. She is supported by our bi-lingual Parent Coordinator. She then administers the Lab-R to all students whose HLIS and oral interview indicates it is necessary, as well as the formal initial assessment.

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.

Each family is interviewed by the principal during their registration process. Families are informed of the three programs available to ELLs in the NYCDOE and the Freestanding ESL program at CPE II. If a parent wants a bilingual class, or a dual language program, they are supported in finding such a program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154

[see tool kit].)

Entitlement letters are handed to families at registration. The Parent Survey and Program Selection forms are distributed at registration as well. Families are contacted if forms are not returned, to insure that they are returned. We maintain a secure location in our APA office for the forms.

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.
After parent interviews and program selection forms are completed, parents that agree to select freestanding ESL, the principal and AP determine class placement and the parents are notified.
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.
ATS reports are used to determine NYSESLAT eligibility. We then make a schedule to administer the four components of NYSESLAT. The components are administered as required.
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. 
It has been our experience, based on parent choice, that all parents request that their child be instructed in English and receive ESL services. Therefore, we always plan for our small ESL population.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here: There is a single ESL pullout for all ELLs, and the ELLs with Intermediate level have an additional pullout.

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)?

Paste response to questions here: In a small group sessions, Advanced with 180 minutes, Intermediate with 360.

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.

Our school maintains literacy-rich class environments where students are immersed in a variety of language experiences; Instruction in the content areas are done in mutible modalities (visual, spoken, tactile,) Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts; Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics, social studies and science.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We use screeners.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

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).

Former ELLS continue to receive support from our literacy specialist. Each child is evaluated individually for accomodation needs.

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?

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Academic tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts being taught in the content area.

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?

All our ELL-SWDs are placed in ICT classes, where they can get support from two full time teachers. The workshop model is used so that significant time is spent in a combination of short whole group, frequent small group and individual practice. ELL-SWDs are held to the same high standard as all other students.

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:			

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

Social Studies:				
Math:				
Science:				

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

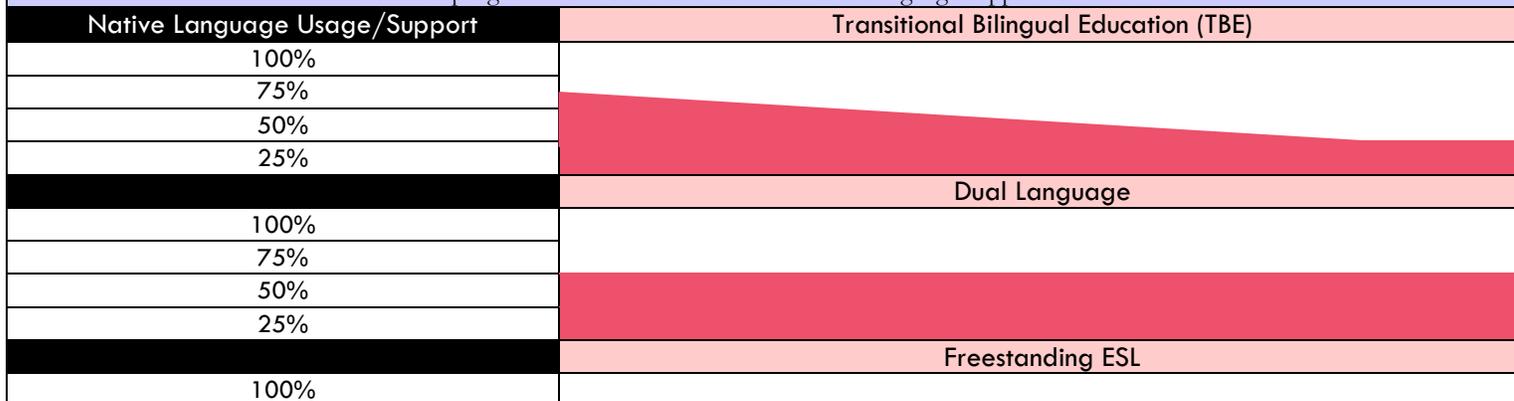
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Paste response to question here:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All teachers are aware that they are teachers of ELLs; TC assessments are used at least 4 times a year to monitor reading progress. Unit assessment, as well as daily exit tickets are used to monitor progress in math.
11. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
12. What programs/services for ELLs will be discontinued and why?
Paste response to question here:
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All our ELLs are included in art, music, swimming, ice-skating, tennis and afterschool programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Our current ELLs are ELL-SWDs. They have all been enrolled in the Northside Center afterschool through which regular technology instruction is used. We also provide use of One More Story and ST Math for our ELLs.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Support is provided by age and grade levels, using appropriate materials that correspond to developmentally appropriate content. "Yardsticks" is used as a resource to insure that services are grade and age appropriate.
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.
Paste response to question here:
18. What language electives are offered to ELLs?
Paste response to question here:
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The staff engages in Professional Development throughout the school year. We work closely with PerDev (Perceptual Development Learning Center) on understanding the learning needs of each child. Additionally a consultant from PerDev works with teachers during the school day to support literacy development for our ELL population. The teachers working with our ELL population are all part of a Common Core Study Group which meets once per month. Teachers of our ELL population get regular PD from our Literacy Coach. The school Principal and Guidance Counselor target ELL students and reach out to families to provide information about schools that provide ELL services. Our school has regular Professional Development sessions on Monday afternoons and six half days throughout the school year where ELL training is embedded in the work.

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?

Parents have multiple opportunities to join activities based on parent requests. A weekly newsletter is published in English and Spanish. Translation is available for open houses, family picnics, classroom publishing parties welcome parents. Our office is staffed by bi-lingual personel. Workshops in literach and math are provided. Parent surveys and annual Hopes and Dreams sessions are held to solicit parent input. We use the DOE parent survey to evaluate how we are meeting our goals for parent participation.

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)
Naomi Smith	Principal		1/1/01
Theresa Luongo	Assistant Principal		1/1/01
Saramit Morales	Parent Coordinator		1/1/01
Barbara Lipki	ESL Teacher		1/1/01
Paulina Nissenblatt	Parent		1/1/01
Claudia de Luna Castro/CB	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Norma Diaz	Guidance Counselor		1/1/01
Alison Sheehan	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: **04M964** School Name: **Central Park East II**

Cluster: **1** Network: **CFN 102**

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

Part A: Needs Assessment Findings

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

When students are first registered at CPE II, an interview determines the written and oral translation needs of each family. The interview is conducted by the principal.

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 overwhelming majority of families at CPE II are able to communicate in English. There is a small group of parents who need translation services in Spanish. The Parents' Association and SLT has this information.

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.

CPE II issues a weekly newsletter entitled "CPE II Notes". This newsletter contains updates on all aspects of activity for students and parents. It is sent electronically to all families with emails, it is posted on our website and it is printed in English and Spancish for families who need printed copies. Although we do not current need other languages, our website is set up to translate into many languages.

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.

We have bilingual staff in our school office (school aid and Parent Coordinator) that are available during the school day to translate for parents. In additional, our guidance counselar is bilingual and supports teachers in discussing problems with parents who speak Spanish only. During familiy conferences, any teachers who need translation assistance have access to one of several staff member who can provide translation.

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>.

CPE II opereates in full compliance to fulfill Sction VII of Chancellor's Regulations A-663. Our Website offers translation, signs are posted as indicated and required.