

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

04M555

School Name:

CENTRAL PARK EAST HIGH SCHOOL

Principal:

BENNETT LIEBERMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Central Park East HS School Number (DBN): 04M555
Grades Served: 9-12
School Address: 1573 Madison Ave, New York New York 10026
Phone Number: 212-860-5929 Fax: 212-860-2938
School Contact Person: Lorna Sloley Email Address: lsloley@schools.nyc.gov
Principal: Bennett Lieberman
UFT Chapter Leader: Amanda Torres
Parents' Association President: Rita Anguino
SLT Chairperson: Kim Smith-Bolling
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Kim Smith-Bolling
Student Representative(s): Moyagabe Drame
Fernando Rodriguez

District Information

District: HS / 04 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, Brooklyn New York 11201
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: 718-923-5124 Fax: Fax # 718-923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group FSC Director: Alexandra Anormaliza
Director's Office Address: 131 Livingstone Street
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: (718) 935-5618 Fax: (718)935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bennett Lieberman	*Principal or Designee	
Amanda Torres	*UFT Chapter Leader or Designee	
Rita Anguino	*PA/PTA President or Designated Co-President	
Andre Cloud	DC 37 Representative (staff), if applicable	
Kim Smith-Bolling	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Moygaabe Drame	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Fernando Rodriguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Margaret Perry	Member/ Parent	
Rose Marie Fuller	Member/ Parent	
James Thomas	Member/ Parent	
Deborah Walkes	Member/ Parent	
Kelly Cooper	Member/ AP	
Melissa Fleming	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Laura Smykla	Member/ Teacher	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Central Park East High School is a screened citywide program in District 4 that draws the vast majority of its students from upper Manhattan and the Bronx. At Central Park East High School we understand that each student has the potential for greatness. We also understand that our students' academic and overall success starts with their engagement and transformation in our classrooms. Here at CPEHS, we nurture their development through authentic collaboration between teachers, parents and the community to inspire and to establish lifelong learning in all our students.

We have a wide variety of strategic partnerships and initiatives that we have developed over the past decade that have improved our students' academic outcomes significantly, helped to create a rigorous college-going culture and which have greatly enhanced the overall tone and culture at our school. These partnerships include but are not limited to: Peer Group Connections, Achievement Mentoring, School-Connect, Step-Up, Girls, Inc, New Visions, College Bound Initiative and the on-site Northside Mental Health Counseling Center. These partnerships improve the outcomes of our regular education as well as our special education population (approximately 15%) and our ELL population which is not statistically significant but which we provide a lot of resources. Our special education population has a wide-variety of needs unique to their disabilities, and our partnerships, along with our related service providers and full inclusion academic program addresses their needs by providing more support, ensuring appropriate accommodations are in place and creating the most appropriate transition plans for post high school success.

The two elements of the Chancellors Framework that CPEHS has excelled at most recently are creating a very Supportive Environment, which in turn nurtures an environment that values Collaboration Amongst our Teachers. The element that will be our area of focus this year will be strengthening Family and Community Ties.

04M555 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	467	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				26
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	10	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	81.0%	% Attendance Rate		93.2%
% Free Lunch	82.1%	% Reduced Lunch		8.1%
% Limited English Proficient	3.3%	% Students with Disabilities		15.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		24.8%
% Hispanic or Latino	66.0%	% Asian or Native Hawaiian/Pacific Islander		5.4%
% White	2.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		3.41
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	87.3%	Mathematics Performance at levels 3 & 4		80.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	91.7%	% of 2nd year students who earned 10+ credits		82.2%
% of 3rd year students who earned 10+ credits	90.7%	4 Year Graduation Rate		97.8%
6 Year Graduation Rate	93.3%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

CPEHS continues to have excellent outcomes in the “Supportive Environment” area of the Chancellor’s Framework and we are proud of our outcomes on the new Framework Report, but are even prouder when it comes to seeing our trusting, collaborative and nurturing environment in action. Over the past ten years it has been the school’s mission, regardless of who is the Chancellor, to build and maintain a school community where having a positive culture is actively developed and promoted. Our current partnerships and programs which are very popular amongst students and staff are evidence of our collective values in this area of school governance.

Of the eleven measures on the report in the “Supportive Environment” area, we have filled-in circles indicating areas of strength in eight of them and no empty circles indicating an area of weakness. In all eleven categories we exceed the citywide average.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue, with Fidelity, 100% of the school-based activities, partnerships, and programs that we have already developed which have led to such positive outcomes in this area of the Framework. Of the eleven measures in the “Supportive Environment” area, we will improve by one, and have nine areas of strength instead of eight. The timeframe for this goal will be the period leading up to the release of this report in this academic year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Continue implementing Peer Group Connections. This program addresses the needs of all students, including those with special needs. It also helps us to build engagement with families early on in a 9th graders' career at CPEHS with new parent events like PGC Family Night which will happen in the beginning of December.</p>	<p>All 9th grade students and 20 11th grade students</p>	<p>First day of school and last day of school</p>	<p>Peer Leader Instructors Puhalovic and Schrittwieser and AP Messi</p>
<p>Continue implementing Achievement Mentoring. This targeted program connects staff trained by the Center for Supportive Schools with two "at-risk" students in a multi-year highly structured mentoring relationship. Students targeted have special academic needs, truancy issues, and difficulty connecting their actions to more positive outcomes.</p>	<p>11 students</p>	<p>First day and last day of school</p>	<p>Trained staff mentors include the PC, 4 teachers and the principal who is the coordinator of the program.</p>
<p>Continue implementing our Brotherhood Chapter and develop a new Sister Sol Chapter. This will be our 2nd year with a Brotherhood Chapter and we are excited to be moving forward with the program. 20 9th grade Black and Hispanic boys (our students with the highest risk of dropping out) will continue in the program. These boys include students with IEP's, ELL's, and others that have struggled academically. The new Sister Sol chapter will recruit 20 9th grade girls based on teacher and guidance referrals and will begin operating October of 2015.</p>	<p>20 9th grade boys and 20 9th grade girls</p>	<p>First and last day of school</p>	<p>2 Brotherhood and 2 Sister Sol Peer Mentors and the 9th grade GC Amy Paskal</p>
<p>Continue implementing Restorative Discipline practices as opposed to punitive discipline practices. These restorative practices include peer mediation, community service, peer-to-peer mentoring and other school-wide practices which hold students personally accountable for their behavior while at the same time building community and lowering the suspension rate. Our goal for this year, which we have never attained before, is zero Principal and zero Superintendent Suspensions</p>	<p>All students</p>	<p>First and last day of school</p>	<p>Principal Lieberman, AP's Messi and Cooper, and the CPEHS Guidance Team</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources are the most important of all resources when discussing school-based programs. All trained personnel in these programs will be returning to continue their work. This level of consistency is important and beneficial.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmarks are important, but we monitor the progress of these initiatives on a weekly basis in our admin guidance and teacher-team meetings. These weekly meetings are important to assess progress, identify potential issues or road-blocks, and build consensus around possible solutions.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Collaborative Teachers was another area of strength for our school, but there is always room for improvement. On the Framework report, 7 of the 9 components listed in this area were areas of strength and there were no areas identified as a weakness. This is similar to how we have done historically in this area. We have always valued collaboration and understand that when teachers and administrators work well together, students benefit socially and academically. That being said, we are always looking for new and innovative ways to build community through different types of collaboration.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to promote deeper collaboration embedded in the fabric of the school, we will double the number of cross-disciplinary department meetings that are held this year, which will improve by one (8), the number of positive indicators out of nine that will appear on this year’s Framework report.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 			
<p>All teachers meet in Departments on a weekly basis during mandated pd time. Last year, we experimented with cross-disciplinary meetings for a portion of the year. These meetings used protocols for teachers to share lesson plans and student</p>	<p>All teachers</p>	<p>First meeting of year and last meeting of year</p>	<p>All personnel including admin and teachers</p>

work. These meetings address students with disabilities, students that are ELL's, and students that struggle. During our most recent Quality Review last year our reviewer observed an inter-disciplinary department meeting and we received very positive verbal and written feedback as well as a Well Developed in this area. In response, this year we have doubled the number of these meetings.			
In these meetings, teachers lead their own professional development by sharing lesson plans, analyzing students work, and learning new and innovative best practices related to technology. The sharing of technology related best practices is specific to our special needs population and how they are supported through the use of Google Classroom, Edmodo, and Lightsail – all three of which are widely used throughout the school.	All teachers	First meeting of year and last meeting of year	All personnel including admin and teachers
More teachers are migrating to Google Classroom and are able to collaborate more effectively through new and transformative technology platforms. The electronic platforms also give parents more opportunity to “see” what is transpiring in the classrooms of their child	All teachers, student, parents	First day of the year. No end date.	All personnel including admin and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Implementing this goal is strictly tied to scheduling. As we have historically done, we will set a calendar of meetings and for teacher sharing at the meetings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>Administrators attend these inter-disciplinary meetings and monitor them on an on-going basis. We also solicit verbal feedback from the teachers and take their feedback seriously. Admin will use one of their February twice-weekly meetings to discuss progress towards this goal.</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

This is an interesting area of our school to analyze as we have some of our greatest strengths, but also our area of greatest weakness as indicated on the Framework report. 95% of survey respondents say that we have excellent parent-teacher trust and 99% say that we have excellent principal-parent trust. Trust is an element of school governance that we have always placed a high value on over the past ten years and it is satisfying to know that our teachers, parents, and students all express a high level of it on school surveys.

Parent involvement, however, was our lowest score of any metric on the report, and therefore earns our scrutiny. We are a citywide program that draws students from all five boroughs of the city and have traditionally not poured a lot of resources into parent engagement activities as we felt that the long travel time for our parents would be prohibitive. Additionally, in years past, parents have not indicated on surveys or in person a desire for more parent involvement in the school. This year’s report is the first time that this has come to our attention. Student attendance, graduation outcomes and the major findings on the recent QR tell us that we have a very satisfied parent community and over the past few years we have increased the number and purpose of parent-centered events at the school. Therefore, it is our assumption that we need to do a better job of advertising and marketing the events that we do have, while also looking to identify new opportunities to involve parents in the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase by 3% (from 53% to 56% the number of parents that respond positively to this issue on the parent survey by marketing (texts, email, phone blasts, flyers mailed home)our parent events more effectively and adding new parent events like the “Meet the Principal” breakfast that we have scheduled for November this year.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Include parent involvement agenda items on both the admin meeting agenda and the guidance meeting agenda</p>	<p>All parents, admin personnel, and guidance personnel</p>	<p>First day and last day of school</p>	<p>Principal and parent coordinator</p>
<p>Improve marketing and outreach to parents to inform them of on-going and new parent events at the school</p>	<p>All parents</p>	<p>First and last day of school</p>	<p>Principal and parent coordinator</p>
<p>Re-establish parent breakfasts with the principal. This was an twice-yearly event that we discontinued about five years ago but will re-establish</p>	<p>All parents</p>	<p>First and last day of school</p>	<p>Principal and parent coordinator</p>
<p>Have parent coordinator provide school admin with her weekly/monthly reports</p>	<p>Parent coordinator, AP's and principal</p>	<p>First and last day of school</p>	<p>PC, AP's and P</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The best resources are a school’s human resources. Meetings with the parent coordinator and other school leaders and interested parties over the summer will occur which will begin conversations with to address this goal which will be continued during our regular SLT meetings. A diverse set of financial resources will be utilized to support leadership team initiatives.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>When we return for Term 2 in February, we will conduct a leadership meeting to review our progress towards parent outreach and events to see if we are tracking towards meetings our improvement goal in this area. We will not be able to look at specific indicators until the School Environment Survey results are released.</u></p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Class grades, standardized test results, teacher or guidance referrals, parent requests	Lightsail literacy program, Membean vocabulary builder, guided reading, interactive notebooks, Cornell Notes, SCUBA annotation literacy techniques across subjects and grades, interactive writing supports, Citelighter and other technology based research supports	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours
Mathematics	Class grades, standardized test results, teacher or guidance referrals, parent requests	Math Basic Skill Support for 9th graders who scored below 1.8 on the new CC 8th grade math exam and review for those who have been unable to pass a math Regents exam. Other instructional supports and tutoring also provided for geometry, alg 2, pre-calc, AP Stats and AP calculus. School-wide use of Delta Math online reinforcement program for all students in all subjects	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours
Science	Class grades, standardized test results, teacher or guidance referrals, parent requests	Lab and Science Review for those who haven't been able to pass a science Regents exam in	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours

		earth science, living environment, chemistry or physics.		
Social Studies	Class grades, standardized test results, teacher or guidance referrals, parent requests	US History and Global Review (after school classes and one to one tutoring) for those who haven't been able to pass a Regents exam.	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Class grades, standardized test results, teacher or guidance referrals, parent requests	Counseling referrals to DOE providers and outside agencies and school based programs with clinical CBO partners	Small group AIS, one-to-one, and embedded classroom curriculum supports	Before, during and after school hours

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • We have relationships with many local teaching colleges and host student teachers who may eventually become full time teachers. These partnerships that provide high quality teacher training include but are not limited to Barnard, Hunter / New Visions, City College, Teachers College, and NYU trained teaching candidates. We are also active participants in the "Open Market" and find many high quality teaching candidates that are willing to transfer to our school. Our teachers consistently provide us with positive feedback in regards to their mentoring and on-going professional development and almost 100% of them reply on their surveys each year that they would "not like to be teaching at any other school." • We are a "high demand" high poverty urban school for teachers...meaning that we receive hundreds of applications for every vacancy we post and therefore are able to hire motivated and high quality teachers for the small number of vacancies we have each year. The last two years we have had no more than two vacancies and half of these vacancies are for new positions due to enrollment increases • For the last few years, we have not lost any teachers to the "Open Market." The only teachers that have left the school have moved out of state. This is evidence that teacher retention is very strong at CPEHS. • We encourage teachers to become HQ in multiple subject areas which improves programming flexibility and "quality of work-life" for our teachers <p>We encourage our staff to engage in a variety of professional develop opportunities provided by the school, New Visions, and Central DOE. This helps to create our dynamic professional learning community, and as evidenced on our teacher survey results, a very high percentage of our teachers consistently report that they are satisfied with the professional development opportunities provided by the school.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers, administrators and other relevant instructional staff have the opportunity and/or are required to engage in these activities funded by Tax Levy FSF, TL Citywide Instructional Expectations, ESI grant funds, CARA grant funds and Title 1 funds to fulfill the requirements and responsibilities of transitioning to the new CCSS:

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

As evidence of our on-going curricular transition teachers must submit for review and approval all CCSS units to administration by certain specified dates during the year. During ADVANCE mandated one-to-one feedback sessions teachers and administrators discuss on-going development and revision of new curricular materials and their embedded relationship within the Danielson Rubric. On last years CC Algebra and ELA exams we had a 90% pass rate on the Algebra and a 100% pass rate on the ELA. Additionally, all teachers in the school received a 17/20 or higher on their 40% Local Measure on their State Evaluation. These student testing outcomes and teacher evaluation outcomes are strong evidence that we have made an exemplary transition to the new CCLS.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

As per the 2014-15 NYCDOE Official School Survey results published this fall, 87% of teachers at our school report that “When making important decisions, this school always focuses on what's best for student learning,” and not one teacher disagreed with the survey statement “curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.” Besides assessments that are tied to Federal, State and City accountability measures, our teachers design and implement a wide variety of formal and informal formative assessments across disciplines that are designed to track daily student progress and identify students that may require short or long term targeted interventions. The school also received a “Well Developed” for this indicator on our 2014-15 Quality Review report.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$274,096	X	Page 9
Title II, Part A	Federal	N/A		
Title III, Part A	Federal	N/A		
Title III, Immigrant	Federal	N/A		
Tax Levy (FSF)	Local	\$2,734,170	X	Page 9

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement

requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Central Park East High 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 the school and the families. The 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 the school community. **Central Park East High 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality 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;

The 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;
- 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 (SPC) Template

Central Park East High 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Bennett Lieberman	Assistant Principal Mayra Messi
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Gabriela Rivera	School Counselor Amy Paskal
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Sherry Lisbon
Related-Service Provider Vilma Miranda	Borough Field Support Center Staff Member Hana Mosa
Superintendent Donald Conyers	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	471	Total number of ELLs	13	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	9
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	3	0	0	4	1	3	6	0	6	0
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

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	3	1	0	0
Chinese														0
Russian														0
Bengali											1	1	1	0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1	1	1	0	0
Emerging (Low Intermediate)										1	0	0	0	0
Transitioning (High Intermediate)										2	0	0	1	0
Expanding (Advanced)										2	3	1	0	0
Commanding (Proficient)										1	3	2	1	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0			1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										9	8	5	2	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2		1	
Integrated Algebra/CC Algebra	7			
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The ESL teacher uses reading comprehension passages and questions, extended writing responses, NYSESLAT, and computer based literacy program, such as LightSail, readtheory.org and noreadink.com.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The majority of the students are strong in listening and speaking categories, scoring mainly in the proficient and advanced levels. The majority of students continue to show more weakness in reading and writing, with approximately one-third scoring in the intermediate level and two-thirds in the advanced level. Of our 8 Long-Term ELLs, those students who have been receiving service for seven or more years, seven (7) are students with learning disabilities and/or speech and language impairments. Though all modalities are used in instruction, academic emphasis is placed on reading comprehension, grammar, sentence structure, vocabulary, and writing skills. These students have acquired basic BICS (Basic Interpersonal Communication Skills), yet are very weak in academic cognition, or CALP (Cognitive Academic Language Proficiency). With an emphasis on these specific modalities, most students move to the next proficiency within 1-2 years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Not applicable
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Since we have a free-standing ESL program, and not a Dual Language Program, we do not have sufficient data to analyze for patterns with regards to ELL student performance on tests in their native language as compared to tests taken in English. ELL Periodic Assessments are used to analyze the students' proficiency level progress in the various modalities to create instructional goals for ELL students. This data is also used to target interventions for specific students around those instructional goals. The majority of the students

are strong in listening and speaking categories, scoring mainly in the proficient and advanced levels, with the exception of one (1) 10th grade student. The majority of students continue to show more weakness in reading and writing, with approximately one-third scoring in the intermediate level and two-thirds in the advanced level. Though all modalities are used in instruction, academic emphasis is placed on reading comprehension, grammar, sentence structure, vocabulary, and writing skills. These students have acquired basic BICS (Basic Interpersonal Communication Skills), yet are very weak in academic cognition, or CALP (Cognitive Academic Language Proficiency). With an emphasis on these specific modalities, most students move to the next proficiency within 1-2 years. Administration provides support to the ESL teacher in the provision of per session time for Professional Development to strengthen ELL instruction, and for additional instructional hours after-school to provide additional instruction to ELL students, instructional resources, such as curriculum resources.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
NA
6. How do you make sure that a student's new language development is considered in instructional decisions?
The ESL teachers in collaboration with the general ed/content area teachers to provide ELL support through providing supplemental content area material suitable for ELLs and providing suggestions for use of ELL instructional strategies.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our programs for ELLs based on their progress towards proficiency in all of the modalities, we also look at our ELLs pass rates on all of the regents exams required for graduation, credit accumulation and college readiness percentages. Our ELLs pass the English Regents, and their other regents exams at the same rate as our non-ELL students. We have met our AYP every year over the last 8 years.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
CPEHS ensures that parents understand all three program choices when parents and students are interviewed at CPEHS. When a student enters CPEHS and the New York City Public School System for the first time, a Home Language Survey is administered to both the parent(s) and student by our certified ESL teacher to see if a language other than English is listed as the one spoken at home. Over-the-phone interpretation services are utilized during the interview through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred language. If a language other than English is spoken at home, the student is administered the NYSITELL and Spanish LAB if appropriate by the certified ESL teacher within 10 school days of admission into the school in order to determine appropriate placement and services needed, if any. If the student does not pass the cut-score, the student is then considered entitled and given appropriate ESL services.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
After follow all of the same steps to determine ELL status and ENL eligibility, if there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we will proceed with the SIFE Identification Process which includes, administration of the SIFE Oral Interview Questionnaire and the Literacy Evaluation for Newcomers (LENS) online for those that have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. If SIFE status is determined, we will indicate such status in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of the principal, the certified ESL teacher, the guidance counselor with a bilingual extension, the assistant principal, supervision of special education, and the student's parent/guardian. Additionally, a qualified interpreter/translator of the language

or mode of communication the parent or guardian best understands, is utilized through the over-the-phone interpretation services through the DOE's Translation and Interpretation Unit. The LPT considers evidence of the student's English language development, including, but not limited to the result of the Home Language Survey, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If it is determined that the student may have English language acquisition needs, the student is then administered the NYSITELL. If the LPT determines that the student does not have English language acquisition needs, then that recommendation is given to the principal with supporting documentation for the principal to accept or reject the LPT's determination. If the principal rejects the LPT's determination, the student must be administered the NYSITELL immediately. If the determination is accepted by the principal, the recommendation is then sent to the superintendent or superintendent's designee for review and final decision. Once the final decision is made by the superintendent, the school notifies the parent within 10 days via mailed letter and follow-up phone call. Notices are sent in the parent's preferred language. If the superintendent determines that the student should be administered the NYSITELL, the school administers the exam within 5 days. The Language Proficiency Team NYSITELL Determination Form is then completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

In the fall semester, parents are introduced to the program choices at an ELL parent meeting, and option letters are distributed at the beginning of each year. During the one on one meeting with each parent, we provide them with materials about ELL programs in their home language, and provide them with opportunities to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collect the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. If a parent selects an ESL program that we do not offer, we assist them in seeking a school placement where that program is offered. Parents that select to have their students enrolled in a Freestanding ESL program complete and turn in the Program Selection Form indicating that choice. The Program Selection Forms are maintained in the administrative assistant's office, as well as a copy that is placed in the individual student's cumulative records maintained in the school's main office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Within 5 school days of ELL determination, we will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language). At that time, Mayra Messi, AP will inform parents of their right to request the Re-identification Process, which allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time, and that such request must be made in writing. The Re-identification Process may be utilized for students who have a home language other than English, and who have been initially identified as ELLs and non-ELLs.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parents are informed by Mayra Messi, AP or Gabriela Rivera, ESL Teacher of the ESL program available at the school as well as other ESL programs so that parents can make an informed choice. We provide parents of newly enrolled ELLs with a one on one meeting to inform them of the different ELL programs that are available. During this meeting, we provide parents with materials about ELL programs in their home language, show the NYC DOE video that explains the different ELL programs in their home language, and provide them with opportunities to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each one on one meeting, school staff collect the Parent Survey and Program Selection Form, which indicates the program that they are requesting for their child. Past trends on parent choice show that all ELLs entering CPEHS do so with the knowledge and understanding that our school offers a free-standing ESL program is offered. Central Park East High School has a stand alone ESL program. There is no Transitional Bilingual Program and no Dual-Language Program. Parent Surveys, Program Selection forms, and the information provided by the central enrollment office indicate that parents have elected to place their students in a stand-alone ESL Program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school. We provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options in their preferred language). After parents are informed of all three program models at the parent orientation, we provide parents with a Parent Survey & Program

Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. Mayra Messi, AP Supervision of ESL will follow-up with the parent via telephone if the form is not returned in a timely manner to ensure that the form is returned within the allotted 5 days. If the parent does not return the form within 5 school calendar days, the student will be placed in ENL since a bilingual program does not exist at the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Mayra Messi, AP Supervision of ESL will follow-up with the parent via telephone if the form is not returned in a timely manner to ensure that the form is returned within the allotted 5 days. If the parent does not return the form within 5 school calendar days, the student will be placed in ENL since a bilingual program does not exist at the school.
9. Describe how your school ensures that placement parent notification letters are distributed.
Mayra Messi, AP Supervision of ESL coordinates with school aide to print and mail the placement parent notification letter in the parent's preferred language. The letter will also be backpacked with the student home. The letter will also be followed up with a phone call to the parent.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation will be kept in each respective child's cumulative file that is stored in lock cabinets in the school's Main Office.
11. 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.
To ensure that schools are administering all parts of the NYSESLAT to all eligible students, principals should work with their test coordinators to complete the following steps: 1. Identify Eligible Students-Print out the RLER report from ATS for a list of NYSESLAT-eligible students; 2. Administer all subtests of the NYSESLAT during the administration window and track student completion. Conduct necessary outreach to those students who are absent during the administration to schedule a make-up date; and 3. Ensure that all students eligible to take the NYSESLAT have been tested.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Mayra Messi, AP Supervision of ESL coordinates with school aide to print and mail the continued entitlement and transitional parent notification letters in the parent's preferred language. The letter will also be backpacked with the student home. The letter will also be followed up with a phone call to the parent.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Past trends on parent choice indicate that parents choose to have their child in a free-standing ESL program. We have only had one or two instances where the parent was seeking another ESL program. Because we do not have the quantity of ELLs to create such a program, we have assisted them in seeking another school placement that could provide the ESL Program that they elected.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

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

NA
 - c. DL program. *If applicable.*

NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Beginner, Intermediate, and Advanced students are placed in an appropriate level stand-alone ESL class, which meets 5 periods each week for a total of 265 minutes. All Beginner ELLs will also receive 150 minutes of AIS Instruction in a designated AIS class and ESL push-in support 5 periods per for 265 minutes which makes for a total of 680 minutes of self-contained and inclusion ESL instruction - which exceeds the mandate. All Intermediate ELLs will also receive an additional 265 minutes of self-contained Instruction, 265 minutes of ESL push-in support 5 periods per week for 265 minutes and AIS Instruction for 150 minutes per week with the ESL teacher which also makes for a total of 680 minutes, which also exceeds the mandate.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

ELL students receive content area instruction for Math, Social Studies and Science in English. The content area teachers incorporate Q-TEL ESL instructional strategies to support students' in understanding and learning the content area material. Native language support is also available throught the use of Dual language (native language & English) dictionaries, as well as on-line resources. All content areas heavily emphasize reading and writing strategies to build language comprehension and effective English language expression both orally and written.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

With the exception of two new 9th grade students with Language Impairments, we do not have any entering or emerging ELLs, therefore they are assessed in English only and are provided with Regents exams in their home language in addition to the English version.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are given the Pearson Periodic Assessments, and the ESL teacher continually assesses students using both low-stakes and high-stakes assessments that are imbedded in the curriculum.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

SIFE students, of which we currently have three (3), are enrolled in a self-contained ESL class based on proficiency level and receive the same instruction as the non-SIFE students; however, those students receive extra academic skills support during the students' lunch period and/or after school if there is a need. For newcomers with very limited English proficiency, in addition to the self-contained ESL instruction, we utilize Rosetta Stone to increase their English acquisition and pair them with a more advanced student who speaks their native language to provide extra support. For Developing and long-term ELLs, we have found that many of their deficits are in Reading Comprehension & Writing, therefore, the ESL teacher supports the content area teachers' instructional goals by helping students to develop the necessary skills to be successful on Regents exams and graduate from high school. ELL's reaching proficiency on the NYSESLAT will be mainstreamed into ELA classes and given the option of 1 year of additional self-contained ESL instruction. These students will also engage in the same academic instruction as all other mainstream students as defined by the school's English Department staff. Instructional materials reflect various language and literacy skills, reinforced with differentiated instruction ranging in all grade levels. Each unit and lessons within the units are comprised of content and cultural issues pertinent to the material being presented. Visualization, scaffolding, modeling strategies, and differentiated instruction are all instructional tools that are intertwined and incorporated into all unit studies as

well as daily lesson plans. Materials that are implemented in the classroom reflecting various levels of literacy and language ability - from beginners to advanced level and from newcomers to long term ESL students. For our former ELLs, additional support is provided by the ESL teacher on a needs basis, as well as ensuring the provisions, of accommodations on City and State assessments and exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months from a student's re-identification, the assistant principal, reviews the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The assistant principal will consult with the ESL teacher, as well as the student's guidance counselor, the parent/guardian, and the student. If the assistant principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

LL's with special needs will be appropriately placed into ICT and SETSS program classes as per their IEP recommendations, as well as be programmed into the appropriate ENL class. ATS reports showing students eligible for ESL services and proficiency levels, as well as ATS report indicating SWD and the individual student's IEP will be used to ensure that the student is programmed to receive all services of which they are entitled. The ESL teacher collaborates with the Special Education teachers on best instructional practices to reinforce students understanding of content area material while also reinforces English language development. Because we have a Stand alone ENL class and both ICT and SETSS programs, our SWDs that are ELLs are in mainstream classes with non ELL and non SWD students. The only period of the day where ELLs are self contained is during their stand alone ENL class.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

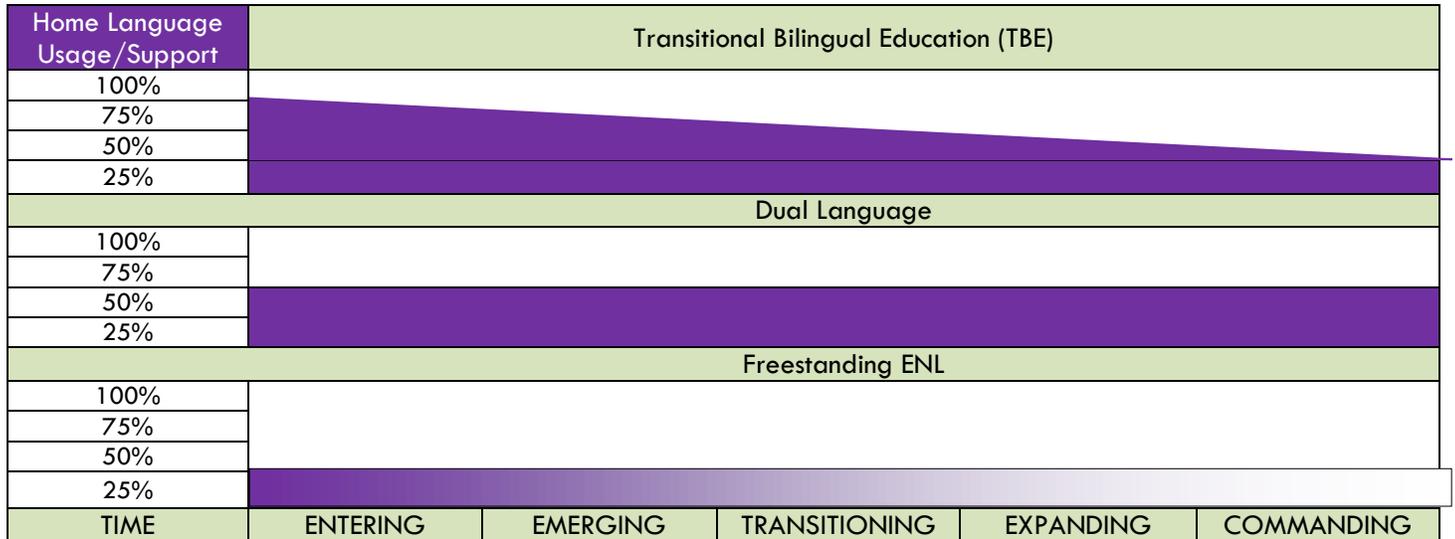


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. 13 of the 15 ELL students are 9th & 10th graders. One of 11th grade ESL students is Advanced on the NYSESLAT, and has passed the ELA Regents in January with a 75 which indicates college readiness, the other student is currently in the process of being evaluated for a speech and language impairment. That being said, she scored a 55 on the English Regents. NLA will be reinforced using dictionaries in ELL's primary language. A specific focus on essay writing and reading comprehension skills to build the necessary skills for success on the ELA Regents has also been developed and implemented. Dictionaries and glossaries are available in all content area classes for ESL students.
- All content areas integrate the four modalities (listening, speaking, reading and writing) while engaging students with contextualized input that encourages critical thinking that serves a purpose in the real world.
- ELLs are given support in learning content and academic language by having them focus on vocabulary development, use adapted materials, and receive instruction in small groups. CPEHS has extensive classroom libraries as well as a new formal library staffed by a Certified Librarian with books to serve all levels; there is also a computer lab, Media Center in the Library, and multiple classroom based laptop carts that all CPEHS teachers utilize to improve the literacy, research and language acquisition skills of its students.
- English is the language of instruction in all content-area classes except for Heritage Spanish, which is offered to 10th and 11th grade students. The ELLs are engaged in a standards-based curriculum that's meant to strengthen their integrated skills while also helping them develop the higher-order thinking skills they need in order to pass standardized tests in the content areas. Teachers utilize various materials for students to use in accessing content information at various levels. Multiple texts, as well as digital supports are in place so that students have multiple entry points to the content information. In addition, the school utilizes LightSail Web Based Program for struggling readers and writers and assigns the use of this program through the ESL class. Tutoring is available after school in all of the content areas for those students who need additional support and mediation.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program is incredibly effective. Our students make progress in language proficiency each year, and typically test Proficient before their 12th grade year, which is why we don't have any ELLs in the 12th grade. Additionally, our ELL students pass all necessary regents exams in order to receive a Regents Diploma.
12. What new programs or improvements will be considered for the upcoming school year?
- Currently the ESL teacher is exploring greater use of the web-based language program, LightSail, that students can access both at school and at home, that will also provide useful data to drive instructional goals and plans. This web-based program also allows for a greater level of differentiated language instruction.
13. What programs/services for ELLs will be discontinued and why?
- NONE
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are included in all curricular and extra-curricular activities offered at the school. Daily announcements are made during students' third period class of all school offerings and flyers are posted and handed out to all students during their 3rd period class. Grade specific curricular and extra-curricular activities are planned and coordinated by their respective academic counselor and info sessions are facilitated by the counselor for these programs to all students eligible for the program regardless of ESL status or LD status. Similarly, all PSAL sports are open to all students that meet the PSAL academic eligibility.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- igh interest young adult novels, Rosetta Stone, word processing, noredink.com, quizlit.com, and readtheory.org, powerpoints created with illustrations to support reading comprehension of difficult texts, graphic organizers, and word translation programs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Students have access to dictionaries, online word translation programs, and utilize Google Images that offer illustrations.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- All resources are appropriate for high school students. Our school computers have NYC DOE filters and blocks to prevent access to any inappropriate material. Reading texts are chosen for their young adult high interest.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
- the spring prior to the beginning of the next school year, the school holds an orientation wherein academic programs, special instruction programs (including the ESL program) are introduced and explained.
19. What language electives are offered to ELLs?
- Spanish, which is what is offered to all students at our school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development takes many forms for the ESL teacher as well as the entire general education and special education staff. The ESL teacher attends inter-visitations, Network and district professional trainings. The ESL teacher will also attend full and half day professional development as directed by the principal. In turn, the Gabriela Rivera, ESL teacher and Mayra Mess, AP Supervision will complete a minimum of two professional development sessions for the entire staff during regular scheduled afternoon professional development sessions which will focus on ESL instructional issues that all teachers face in their classrooms. Additionally, the professional development that CPEHS teachers participate in on a weekly basis addresses not only the issues of the four modalities, but also the development of critical thinking skills in every subject area. Teachers share student work in order to assess and re-assess the amount of academic rigor and project-based learning that goes into any given unit, and all teachers at each grade level have team meetings once a week to plan and discuss student progress. The ESL teacher meets with the grade team leaders once a week to discuss issues pertaining to the ELLs. Agendas, with staff attendance is taken at all of the professional development sessions and meetings and maintained by the principal's secretary.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
See above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff is trained in specific reading and writing strategies that are utilized by all teachers in all content areas that support student's language growth and development and enhance their understanding of content material.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Gabriela Rivera, the ESL teacher receives the weekly newsletter from our support organization, New Visions, with notifications of ESL teacher training. She attends all available ENL trainings both with regards to instruction, assessment, and compliance.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The guidance counselors, Amy Paskal and Elizabeth Schrittwieser, sent letters to parents, inviting them to schedule meeting with their teacher to discuss the students' progress every semester. The ENL teacher follows up with phone calls to encourage parents to schedule and attend a meeting with her to review their child's progress. These meetings are schedule during parent engagement time in the morning, during the ENL teacher's circular 6th period, or after school. In attendance at the parent meeting are the ENL teacher, and content area teachers that can discuss how the student is progressing in both the content material and their English language development. Over the phone interpretation services are utilized during these meetings through the NYC DOE's Translation and Interpretation Unit.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Outreach to ELL parents, including letters, and meeting notices are kept in the student's file with the Guidance Counselor, which is either Amy Paskal, Elizabeth Schrittwieser, or Vilma Miranda.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are invited to participate in all parent events at the school, as well as ENL Parent Workshops which take place weekly. All notifications and invitations are sent to them in their native language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school partners with _____ to provide ELL parents with ENL Parent workshops that take place at our school on a weekly basis. In addition, parents are also offered computer classes and various other workshops on how to best support their child's English language development and academic success at home.
5. How do you evaluate the needs of the parents?
We closely review the results of the parent survey that students complete to ensure that we are providing our parents with the services and instruction that they want for their child.
6. How do your parental involvement activities address the needs of the parents?

Our parental activities encourage our ELL parents to feel welcome in our school community so that they know that they can ask for help or assistance when they feel they need to. They also empower the parents to actively participate in their child's education and can play an active and vital role in supporting their child's academic growth and success.

D. Additional Information

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

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bennett Lieberman	Principal		10/23/15
Mayra Messi	Assistant Principal		10/23/15
Sherry Lisbon	Parent Coordinator		10/23/15
Gabriela Rivera	ENL/Bilingual Teacher		10/23/15
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Amy Paskal	School Counselor		10/23/15
Donald Conyers	Superintendent		
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 04M555

School Name: Central Park East High School

Superintendent: Fred Walsh

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The data tell us that of our current students, the school has 167 students that have a home language of Spanish, 2 American Sign Language, 2 Albanian, 1 Amharic, 8 Bengali, 3 Chinese, 1 Mandinka, 2 Fulani, and 2 Vietnamese.

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

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

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

-Student/Parent Handbook
-Monthly Calendar of Events/Activities
-Parent-Teacher Conference Notices
-School Program/Bell Schedule
-Ongoing Student Progress Reports
-Academic Jeopardy Letters
-Special Event Invitations

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

-Parent-Teacher Conferences
-College Workshop
-Financial Aid Workshop
-IEP Meetings
-Academic Conferences with Parents

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

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

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Teachers, guidance staff, and administrators will be informed with the available translations services at the first Staff Meeting of the year in September, and provided with a Brochure that explains the services and has necessary contact information for teachers to utilize. Teacher will also be give a flyer that they will all have posted by their phone in their classroom/office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

School will meet with parents/guardians of ELLs individually at least once a year, in addition to parent-teacher conferences, initial parent orientations. If the parent would like to transfer the child, the school must send an email requesting to transfer the student to ELLProgramTransfers@schools.nyc.gov. The DOE's Department of English Language Learners and Student Support coordinates these transfer requests with the Office of Student Enrollment and will follow up with the school and family regarding a new placement within the designated timeframe. For tracking purposes, students without completed Parent Survey & Program Selection Forms should be recorded as "No Parent Survey & Program Selection Form" in ATS but should be counted as a selection for a bilingual program for the purposes of placement and program opening. ELL Policy and Reference Guide Helpful Hints: Re-Identification of ELL Status Process • Schools should establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process. • If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT. quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Schools should record attendance using existing procedures.