



P.S. 200- THE JAMES MCCUNE SMITH SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 200- THE JAMES MCCUNE SMITH SCHOOL
ADDRESS: 2589 7 AVENUE
TELEPHONE: 212-491-6636
FAX: 212-491-6925

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310500010200 **SCHOOL NAME:** P.S. 200- The James Mccune Smith School

SCHOOL ADDRESS: 2589 7 AVENUE, MANHATTAN, NY, 10039

SCHOOL TELEPHONE: 212-491-6636 **FAX:** 212-491-6925

SCHOOL CONTACT PERSON: Renee Y. Belton **EMAIL ADDRESS** RBelton2@schools.nyc.gov

POSITION / TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Renee Y. Belton

PRINCIPAL: Renee Y. Belton

UFT CHAPTER LEADER: Shkigale Baker

PARENTS' ASSOCIATION PRESIDENT: Tarsha McClary

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 5 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: Dr. Yvonne Young

SUPERINTENDENT : Gale Reeves

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Renee Y. Belton	Principal	Electronic Signature Approved.
Shkigale Baker	UFT Chapter Leader	
Carrie Satchell	UFT Member	
Adriene Moore	DC 37 Representative	
Faith Williams	UFT Member	
Felicity Gangar	Parent	
Shaneque Joseph	Parent	
Ayana Barnes	Parent	
T McClary	PA/PTA President or Designated Co-President	
Shana Nixon	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Our vision is to develop within each student, academic preparedness for effective communication and critical thinking as well as foster social responsibility through the appreciation of Arts and Humanities. Commitment to our vision will assure successful implementation of this mission to empower our students with the tools necessary to meet the educational challenges of the Twenty First Century. Staff and parents are focused on empowering all students with the academic skills and rich civic and social experiences that will enable them to further their educational goals and become active, responsible, and positively contributing members of society. Students will develop important decision-making, critical thinking, and technological skills, and the ability to communicate effectively. All members of our school community will share accountability for creating a positive and supportive educational environment, and for achieving successful student outcomes.

We are a diverse, collaborative school community dedicated to achieving high standards of academic excellence for all of our students through high quality, standards driven instruction, in a nurturing environment.

Our mission is to develop within each student self respect, self discipline, and an understanding of their academic and social role to achieve success. Administrators, teachers, parents, and students will nurture the understanding of social responsibility. Commitment to our vision and a true development of a family community will assure academic excellence to achieve and grow within and beyond our community.

Our vision and mission is built on the premise that we are a community
"Where the search for knowledge begins and never ends".

Strategic collaborations with C.A.T. CUNY Theatre Literacy Program. This is a school improvement project designed to support literacy development of the English language learners and low performing students by way of theatre acquisition.

Other collaborative efforts include after school programs such as: Innovative Educational Program (I.E.P.) and Learn It After school programs, the Chama After School Center, A.B.S.W., Phase Piggy Back, Harlem Children Zone, Jackie Robinson Youth Center, and YMCA. These programs help students enhance academic skills as well as offer homework assistance.

We also collaborate with Parent Outreach services for example; Parent/Child Program, Reality House, Graham Windham and Harlem Dowling.

Our school also incorporates clubs and organizations such as Panther's Basketball Team (District 2009/2010 Champions), Speak Out, Young Men of Distinction, and Elegant Young Ladies, Journalism Club, and Debate Team that helps support social development. The Speak Out program is a partnership with P.S. 200's students, teachers, parents and the National Association of University Women.

The Young Men of Distinction (YMD) Etiquette Program teaches our young men through hands on authentic learning experience! This program was developed to further enhance the inner and outer strength of young men. The Elegant Young Ladies (EYL) Etiquette Program was developed to further enhance the inner and outer beauty of our young ladies.

We have an Arts partnership with Studio In a School that both enriches and enhances the visual arts program at CS 200. We are entering the 2nd year of our partnership. Our 3rd, 4th, 5th grade student's benefit from this visual arts program. It has assisted in the development of our student's literacy skills. Also, Harlem School of the Arts, Ballet Tech, Dance Theatre of Harlem and Ballet Hispanico's partnership has created opportunities in dance for our students.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 200- The James Mccune Smith School								
District:	5	DBN #:	05M200	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	36	34	35		91	91.6	TBD		
Kindergarten	65	71	80						
Grade 1	105	73	70	Student Stability - % of Enrollment:					
Grade 2	88	96	65	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	116	105	99		85.3	83.12	TBD		
Grade 4	91	98	85						
Grade 5	88	74	85	Poverty Rate - % of Enrollment:					
Grade 6	89	79	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		68	67.8	82.6		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		25	75	TBD		
Grade 12	0	0	0						
Ungraded	5	4	2	Recent Immigrants - Total Number:					
Total	683	634	521	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					8	9	8		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	57	44	44	Principal Suspensions	5	2	TBD		
# in Collaborative Team Teaching (CTT) Classes	6	13	17	Superintendent Suspensions	6	8	TBD		
Number all others	38	42	22						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		
					0	0	0		

# in Transitional Bilingual Classes	43	30	15				
# in Dual Lang. Programs	18	15	23	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	46	57	52	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	6	7	27	Number of Teachers	65	58	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	22	23	TBD
				Number of Educational Paraprofessionals	2	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	1	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	63.1	75.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	61.5	63.8	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	86	TBD
American Indian or Alaska Native	0.3	0.2	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	83.3	95.8	TBD
Black or African American	66.5	66.4	63.7				
Hispanic or Latino	31.2	29.7	30.7				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.6	0.6				
White	1.8	1.7	2.1				
Multi-racial							
Male	52.3	53.9	51.2				
Female	47.7	46.1	48.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School:		If yes, area(s) of SURR identification:					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	Ysh	√	-				
Limited English Proficient	Ysh	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	71	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	11.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

One of our greatest accomplishments has been our consistent achievement in math, science, and social studies over the past four years with evidence of a clearly upward trend. Our school has proudly received an "A" 2008-2009, a "B" on the 2007-2008 and again on the 2009-2010 NYC Progress Report Card and a B in 2009-2010.

In addition, CS 200 received a "Well Developed" on the Quality Review in 2007-2008, improving from an over all "Proficient" rating in 2006-2007. As stated by the reviewer in our 2007-2008 Quality Review Report, "The vibrant learning environment celebrates students' work and progress and established a tone of high expectations. The school functions smoothly and efficiently and provides a calm learning environment where staff and students work in an atmosphere of mutual trust and understanding. Students benefit from a lively dual language program which effectively improved their competency in English and Spanish. CS 200 students experience a rich, varied and challenging curriculum which included an impressive range of out-of-school activities" (p. 5)).

CS 200 students have consistently demonstrated a remarkable progress particularly in math, science, and social studies over the last four years. The area where we have scored the highest in our progress reports in 2007-2008 has been in Student Progress.

Another important accomplishment has been the work of our Collaborative Inquiry Teams. Analyzing data, as well as planning goals and instruction have supported our targeted group of the bottom-third students, focusing on ELA and Math as per the ELA and Math State assessments. As students in the targeted groups received special attention, we have been able to see student progress in these areas, particularly in Math.

We have invested in many technology-based educational aids such as SMART Boards, iPads, and computer notebooks, as well as purchased software program (Achieve 3000) to supplement student learning. Moreover, we have a dance studio in our school, and participate in Studio-in-a-School art program, as well as the CUNY Theater Art Program, which teaches literacy through theater. The latter programs provide our students with an enriched learning experience that will aid them in their overall academic development.

We have excelled in other areas as well. In 2009-2010, our school's basketball team, the Panthers, won the regional championships. What is more, we have a journalism club, which publishes a school

newspaper that contains articles written and edited by students under the supervision of a faculty member.

CS 200 has met most yearly targets and AYPs required by NCLB. In 2008-2009, 2007-2008, and 2006-2007 all subgroups met the AYP in Math, and most met the AYP it in ELA.

We must still improve in ELA, specifically within our student subgroups: Special Needs, English language learners (ELLs), and Latino students. Trends show that the lowest performing students belong to this subgroup; therefore, a lot of our resources are being allocated to service these groups.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> To improve student performance of English language learners on the NYSESLAT by June 2011.	<input type="checkbox"/> Students who are identified as beginners on the NYSELAT will need to score at intermediate level.
<input type="checkbox"/> To close the achievement gap between students with disabilities (SWD) and students in general education classes.	<input type="checkbox"/> Students with disabilities need to show exemplary gains in ELA.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area **English Language Learners and**
(where relevant) : **English Language Arts**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To improve student performance of English language learners on the NYSESLAT by June 2011.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p style="text-align: center;">A Saturday Program will be established for English language learners utilizing District In Need of Improvement (DINI) funding English language learners.</p> <p style="text-align: center;">A Monday and Friday Literacy Program will be established for English language learners utilizing DINI funding.</p> <p style="text-align: center;">Teachers will participate in professional development via CAT CUNY Theatre program to enhance their literacy acquisition.</p> <p style="text-align: center;">Students will be engaged in formal reading and writing while using applications of technology to support their learning.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> DINI Grant \$110,000.00</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> The Language Allocation Committee, coaches and teachers of ELL will meet monthly to review status of strategies. ARIS, LAB-R, Running Records, and teacher made assessments will help evaluate the student's progress.</p>
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Subject Area
 (where relevant) :

Students with Disabilities and English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To close the achievement gap between students with disabilities (SWD) and students in general education classes.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Students will use the school library and the Internet to research and collect facts about the location to be visited and justify their choice in a written composition. Provide ELA academic intervention services for students with disabilities whose periodic assessment scores are in the high tier 2 range. Train all teachers in the use of ARIS. Meet with the ELA coach and teachers in regards to how their data from benchmark, class assessments and Periodic Assessments should design and determine targeted ELA skill lessons for SWD students. Provide SWD the opportunity to attend the 37 ½ minutes extended day program.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> DINI Grant \$107,000.00</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

□

ARIS, LAB-R, Running Records, and teacher made assessments will help evaluate the student's progress.

Coaches, ISP Team, coaches and special education teacher will meet weekly to monitor progress and share best practices.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	5	5	N/A	N/A	2	1	6	2
1	5	5	N/A	N/A	2	3	6	
2			N/A	N/A	3		2	
3	11	11	N/A	N/A	5		10	
4	10	10			2		8	
5	15	30			10		12	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/> Reading intervention provided through the Wilson, Spell Read, Foundations and Early Success Programs. Emphasis will be placed on phonics, decoding, word recognition and comprehension skills development. Instruction will be provided to students on grades K-5 in individual and small groups, three times a week (pull out sessions) during the school day. Level 1 and 2 students will receive additional instruction in small groups during the extended day program and Saturday Academy.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> The program will provide academic intervention using the following materials: Math Strategies, Scholastic Math Advantage. Level 1 and 2 third through fifth graders will receive additional services from Teachers College Math Buddies. Level 1 and 2 students will receive additional instruction during the extended day program and Saturday Academy.</p>
<p>Science:</p>	<p><input type="checkbox"/> Provided to Level 1 and 2 students on grades 3-5 during the school day. Instruction will occur four times a week using the following materials: FOSS kits and Scotts Foresman Text Books.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Social Studies AIS instruction is included within the general ELA portion of the literacy block. The Social Studies strand of literacy will also be used to help implement general Literacy objectives.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> The services provided are crisis intervention and individual counseling. The counselors schedule assembly programs that focus on physical/sexual abuse and pre teen subject matter.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> The school psychologist evaluates students with special needs and students who are at risk. She also designs Behavior Modifications plans for students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p><input type="checkbox"/> The services provided are individual and group counseling that address behavior modification specific to each students individual needs. Other issues addressed during the counseling sessions are self esteem, depression, domestic violence and divorce.</p>

At-risk Health-related Services:

The services provided are as follows: physical evaluations, medication dispensing and 504 medical referrals.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

Kindergarten, 1st, 2nd, 3rd, 4th and 5th grade

Number of Students to be Served:

LEP 99

Non-LEP 428

Number of Teachers 8

Other Staff (Specify) 2 ESL teachers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

□ PS 200 expects 31 parents to participate in the **Saturday Title III** program for ELL students. According to the NYSESLAT results, the English language proficiency levels are beginner, intermediate and advanced. The language of instruction is Spanish and seven certified licensed bilingual teachers will deliver classroom instruction. Two certified ESL teachers will deliver instruction via pull out program. The supplemental Saturday ELL program service students and their parents in literacy acquisition. They will utilize a web-based literacy program, the school library and Internet to research and collect facts about the Arts in New York City. This process will be followed by the actual field trip. This program will service parents and students in grades 3 through 5 from October 2010 to February 2011 from 8:00AM to 1:30 PM on Saturday's for a total of 90 students.

The **After School ELL Academy Program** purpose is to enhance literacy instruction through social studies and science. ELL students will receive individualized instruction for writing and reading comprehension in the content areas using a web-based reading program that improves students' English language arts skills through self-paced differentiated instruction and strategies. The program begins September 29, 2010 and ends March 25, 2011. The instructional hours are from 3:30 PM to 5:30 PM, Monday's and Friday's to serve a total of 85 students. There will be 70 sessions for students in grades in grades K-5. Two certified bilingual teachers along with certified general education teachers will provide instruction.

A Day on Broadway is a parent/student outing to see a Broadway show. This activity will offer parents and their children an opportunity to build their English language (vocabulary) and practice speaking English by participating in meaningful conversation while enjoying a NYC cultural event.

We will use formal assessment tools provided by the programs along with informal/teacher designed assessment tools. Frequent observations and conferences with the students will also play an important part of the assessment. These instructional activities will meet the individual needs of the ELL's students. Individual conferences and small group activities with the students will provide continuous assessment that will determine the growth and deficiencies of each student. This will give the teachers the opportunity to closely monitor each student and meet their individual needs.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

The Learning Support Organization (CLSO) will provide Professional Development for our teachers who service ELL students, bilingual teachers and ESL teachers to support our ELL's. There will be 3 sessions. This will be at no cost to the Title III Plan.

Sessions	Dates	Time Schedule	Topics
1	Nov.	Common prep (for all teachers of ELL's)	Aligning the ELA w/ESL strategies
2	Jan.	"	Aligning the Everyday Math topics w/ESL strategies
3	Mar.	"	NYSESLAT prep
4	April	"	NYSESLAT prep
5	Nov. - Mar.	Once a month all day	ESL Strategies and Data Inquiry

Section III. Title III Budget

—

School: James McCune Smith Community School 200
BEDS Code: 310500010200

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$15,140	□ We will employ 2 teachers for 3 hours x 14 sessions @ a rate of \$52.00 per hour. We will also provide the parents with journals and books. The Parent Association will provide 3 workshops per year for our ELL parents at no cost. We will provide a literacy and technology cultural activity for our ELL parents. This Saturday program will allow parents to gain "read aloud" and research training. One certified bilingual teacher and one certified ESL teacher will provide lessons. The parent training will take place from March 2011

		to June 2011.
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> Teacher per session: 14 sessions x 3 hours x 2 teachers x \$52.00 =\$ 4,368.00 Supervisor: 14 sessions x 56 hours x 52.00 = \$2,912.00 Journals and books =\$ 7,860.00 3 workshops per year and refreshments =\$0 (will be funded by the Parents Association) A Day on Broadway: Broadway show <u>Washington Heights</u> 31 parents x \$100.00 per ticket = \$3,100.00 Total: \$ 17,240.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$7,860.00	<input type="checkbox"/> Books, printing paper, pencils.
Educational Software (Object Code 199)	0	<input type="checkbox"/> n/a
Travel	0	<input type="checkbox"/> n/a
Other	\$7,860.00	<input type="checkbox"/> <u>The Parent will receive training from the ESL and Bilingual instructor on strategies pertaining to Read Alouds and internet research. A variety of genre's will be provided.</u>

TOTAL	0	
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Based on our demographics and ethnic data we have found that there is a need for Spanish, French, Fulani, Arabic, Hausa, Japanese, Bambara, Bemba, Wolof, Mandingo, and Malinke language assistance. We identify our families in need of translation services vis-à-vis utilization of the Home Language Identification survey (HLIS), blue emergency cards and ATS. The HLIS specifically asks parents to provide the school with information in regards to the language in which they prefer to receive written information, as well as the language in which they prefer to communicate orally with school staff. In order to ensure the proper completion of the HLIS, our school's staff interviews all parents at registration; our ESL teacher meets with all parents of newly registered ELL students. Parents are assisted by school staff that speaks Spanish and French. The language needs data is then recorded in ATS, allowing us to maintain proper records of parent language needs.

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

We found the language needs of parents to be the following: 112 Spanish, 27 Fulani, 22 French, 2 Arabic, 1 for each Hausa, Japanese, Bambara, Bemba, Wolof, Mandingo, and Malinke. The above parents require written and oral translation. Our findings have been reported to the school community vis-à-vis our parent coordinator, our PA meetings, and back-packed letters. We utilize the Home Language Identification survey, emergency cards and ATS in order to extract the information regarding the language needs of parents, as well as oral interviews.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language

assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Language assistance services will be provided by in-house school staff as well as parent volunteers. We presently have an ESL teacher and school aide who translate all documents sent home to parents in Spanish. For the parents who speak French and Arabic we utilize the services provided by the DOE as well as the free online translation services. Documents that are being sent home to parents are submitted to the ESL teacher, other staff and parent volunteers to be translated.

Several of the languages are solely oral and not written, such as Hausa, Bambara, Bemba, Wolof, Mandingo, and Malinke, therefore, we rely on parent volunteers to orally translate information. It is important to note, however, that in many cases there is at least one adult member of the household that speaks and reads English, as is the case with our Japanese-speaking parent.

The DOE website contains many pertinent translated documents, such as the Parent Survey and Selection Form, Entitlement Letters, etc. We utilize these translated forms when needed. What is more, School signage is posted in the main floor bulletin boards in many different languages, such as Spanish, French, and Arabic.

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

At all public parent meetings/workshops translation services are provided in house by the ESL teacher, other bilingual teachers, and parent volunteers. We have many staff members who speak Spanish, including Assistant Principal and the Principal. The principal also speaks moderate French. We invite a local community member to translate into Urdu.

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

In order to disseminate vital information to non-English speaking parents and to encourage participation in their children's education, we will continue to: backpack letters, distribute information through our parent coordinator to and general PA meetings, and through posters displayed throughout our main floor bulletin boards, which are translated into Spanish, French and Arabic (Fulani, Hausa, Mandingo, Malinke, Bambara, and Bemba are all oral languages; not written).

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$414,522	75,370	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,146		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

n/a

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Provide city and state curriculum aligned with the state standards. Provide highly qualified teachers, remedial and enrichment programs, Academic Interventions and on going Professional Development (PD) for staff.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: November 2010 and March 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: During September Open School Night, City Parent Teacher Conferences, Monthly teacher Progress reports, Periodic Assessment Reports, and AIS progress reports.
4. Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows: Teachers will be available upon request for consultations with parents. Assistant Principal's, AIS teachers and Guidance counselors will be available to meet with parents during Parent Teacher conferences, September Open School Night and upon request of the parent.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows: The Parent Association will work with the Administrators of CS 200 to create a volunteer program with protocols adopted by the Learning Leaders Program (I.E finger printing, identification badges, etc.) CS 200 will host an open school day where parents and guardians can visit classrooms to observe literacy and math lessons.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy.
7. Involve parents in the School Leadership Team.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meetings at a convenient time for parents. We will offer a flexible number of additional parental involvement meetings, such as in the morning or evening scheduled times so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students) and will encourage them to attend.
9. Provide information to parents of participating students in a uniform format, including alternative formats upon the request of parents with disabilities, and to the extent in the languages that parents can understand.

10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.
11. By the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond for any such suggestions in a timely fashion.
12. Assist parents in the inquiry of obtaining individual student reports about the performance of their child on the State assessment in math, literacy, science and social studies.
13. Provide each parent timely notices when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Parent Compact

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, or other school advisory or policy groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

Provide to each parent an individual student report about the performance of their child on the State assessment in math, english language arts, science and social studies. We will use formal assessment tools provided by the ARIS and Aquity along with informal/teacher designed assessment tools. Frequent observations and conferences with the students will also play an important part of the assessment. These instructional activities will meet the individual needs of all students including students with special needs and english language learners.

Individual conferences and small group activities with the students will provide continuous assessment that will determine the growth and deficiencies of each student. This will give the teachers the opportunity to closely monitor each student and meet their individual needs.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

Teachers of grades 3-5 will administer Periodic assessment, i.e.; Acuity, Performance Series four (4) times each year. For the students who scored in bottom one third, customized acuity assessment targeted to individualized student needs will be administered and every six weeks with reviews to determine their response to intervention.

Enhance the curriculum for all students including those who perform on or above grade level, by differentiating their program. (Project base learning and assessments, etc.)

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- After school, Saturday Academy and ELL Saturday Academy will service students for individual academic needs.

- o Help provide an enriched and accelerated curriculum.

-

See above.

Also provide intergrated curriculum regarding social studies, science, technology and literacy to enhance instruction.

- o Meet the educational needs of historically underserved populations.

-

- Students in the identified sub groups: (1) Students with disability (SWD) and (2) Latinos/Hispanics will be invited to an extended day and Saturday program where they will receive additional intervention services.

- During the school day, the Academic Intervention Services (AIS) team will provide push- in services to support classroom teachers in addressing the needs of the subgroups.

- A specialized computer assisted program, (English in a Flash) will be provided to identified ELL students with disability (SWD) and the ELLs/Latinos during the Saturday program to support acquisition of English language.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Counseling, pupil services, mentoring services will be provided for students who are in need of social services.

o Are consistent with and are designed to implement State and local improvement, if any.

n/a

3. Instruction by highly qualified staff.

The administrative staff will provide Professional Development (PD) opportunities to all staff members to improve their craft. All 1st year teachers will receive an on site mentor who will provide PD, weekly interclass visitation, coaching and planning sessions.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Administrators and teachers will receive ongoing PD from their CLSO and CFN liaisons. Paraprofessionals, pupil personnel and other staff members will receive PD from the CFN.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The administrative staff will continue ongoing communication with the network CFN and local colleges to attract highly qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

CS 200 will encourage the new Parents Association cabinet and work towards increasing parent involvement and volunteers.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

CS 200 will open its doors to neighboring early childhood centers for inter visitations.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

CS 200 will improve its Data Analysis Team to include additional members. Also, the team will create a newsletter to inform staff of the various data tools available and training opportunities.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

CS 200 will continue its Saturday Academy for ELL's and Parent Saturday Academy for ELL Parents in order to assist students who are experiencing difficulty mastering the proficient or advanced levels of the academic achievement standards.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□

CS 200 will continue to foster the partnership with Harlem Hospital, 32nd Precincts Gang Awareness, and the HAPPI Program to support our students and families.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

n/a

2. Ensure that planning for students served under this program is incorporated into existing school planning.

n/a

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB / SED STATUS: Corrective Action (year 1)
- Focused **SURR PHASE / GROUP (IF APPLICABLE):**
Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

We will make sure all students required to take state exams are present the day of every state exam. ELA, Math, Social Studies and Science.

We will ensure that interventions during school and afterschool are provided to give all of our students support in order that they pass the ELA state exam with a level 3.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified

in Part A of Appendix 4) will be used to remove the school from school improvement.

We will hire an additional coach to provide literacy professional development for all staff members who service ELL students.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our teacher / mentor program uses fully licensed veteran teachers who are matched with mentee's of the same license credentials to aide/assist them (1st year teachers) in perfecting their teaching craft. Mentors meet for two periods per week to observe, model lessons and conference with their assigned mentee. This activity is mandatory for the new teachers to acquire the 175 minutes of professional development needed to fulfill permanent certification requirements. This program will provide high quality professional development from in house master teachers who are make themselves available at all times. This strategy is highly effective to promote collegiality and fostering leadership from within.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will backpack SINI status letters to all parents in all languages that make up our student population. We will have a meeting for parents to inform them of our schools status and provide a forum for them to ask clarifying questions.

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
19
2. Please describe the services you are planning to provide to the STH population.
 - We plan to have bi yearly Attendance Policy meetings for all new STH families.
 - Base year Implementation of Breakfast in the classroom for Pre K and Kindergarten STH student's.
 - Contact CBO's for coat, uniform and clothes drive.
 - Homework help, English Language Arts and Mathematic's work shops for STH parents/guardians.
 - Collaborate with NYC agencies to provide support for families.(job search, health education, permanent housing, etc

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 n/a
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_05M200_112910-143010.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 310	District 05	School Number 200	School Name James McCune Smith
Principal Renee Y. Belton		Assistant Principal Dr. Charles Anuolam	
Coach Zelvena Cummings		Coach Maria Saddler	
Teacher/Subject Area Soledad Cunillera, DL Kinder		Guidance Counselor Trista Stewart	
Teacher/Subject Area Dana White, 2nd Grade		Parent Tarsha McClary	
Teacher/Subject Area Sory Rodriguez		Parent Coordinator Garry Fields	
Related Service Provider Carrie Satchell		Other Michelle Peck, AP	
Network Leader Yvonne Young		Other Nancy Sher, Psychologist	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	5	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	510	Total Number of ELLs	86	ELLs as Share of Total Student Population (%)	16.86%
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Part II: ELL Identification Process

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

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

Parents of all newly admitted students receive a Home Language Identification Survey (HLIS) that must be completed. We have two ESL teachers, both ESL certified which are able to help Spanish-Speaking parents complete the HLIS appropriately. Moreover, parents whose native language is French, Fulani, Wolof, Mandingo, among other West African languages represented at our school, typically have enough English language skills to be able to communicate with us using English; otherwise, they typically have their spouse or a friend who will help them navigate through the registration process using English. (For NYSESLAT procedures see below).

Once we have identified students who are eligible to be tested, we administer the Lab-R within ten (10) days of matriculation. If students receive a score on the Lab-R indicating that they are English proficient, they are placed in a mainstream monolingual class. If they do not receive a proficient score, the student then is considered to be an ELL and, therefore, eligible for ELL services. Parents are informed that their child will be assessed, and when the child is eligible for ELL services, the parent is invited to attend a Parent Orientation Session in order to make sure that they understand the three program choices.

Since Lab-R testing is done within 10 days of registration, the initial Parent Orientation is held within 12 days of the start of the school year. During the Parent Orientation Session, there is an oral presentation, as well as a video, and supporting material provided in order to explain the three program choices. These materials, the video, handouts and selection forms, are available in multiple languages. What is more, all parents are guided, step-by-step, on how to complete the Parent Survey and Program Selection forms, in order to choose the program most appropriate for their child.

If parents are unable to attend a scheduled Parent Orientation, the ELL Coordinator contacts them through phone and/or correspondence to schedule an individual meeting time so that parents can receive program choice information. Moreover, this ensures that the ELL coordinator receives a 100% completion rate for the Parent Survey and Program Selection forms, which is needed to place students in the appropriate program. Individual parent meetings occur on a roll-in basis in order to accommodate any incoming students throughout the school year.

Continued Entitlement letters and Transition letters are sent home with students within the second week of school. The ELL coordinator reviews the NYSESLAT scores and determines which students continue to be eligible for services and which students are not. Moreover, Entitlement letters are sent home with students immediately after obtaining a non-proficient score on the Lab-R, inviting parents to attend the Parent Orientation mentioned above.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed a trend that shows that parents often choose to enroll their children in a program that provides Native Language instruction, when available. C.S. 200 currently offers a Spanish-English Dual Language for our students in grades K-3 and 5. Parents predominantly choose the DL program over TBE and Freestanding ESL. The second most popular option for Spanish-speaking students is TBE. Many of them have expressed their desire for their children to be fully bilingual and bicultural. Moreover, parents of students whose home language is anything other than Spanish (Arabic, French, Fulani, etc.) have also expressed interest in placing their child in a Dual Language program that supports their home language.

However, these are not available at CS 200, and sparsely available throughout New York City. As a result, they choose the freestanding

ESL program 100% of the time. It is interesting to observe that, even though parents have the option to rank their preference, they always indicate the Freestanding ESL Program as their first choice, when this is not truly their first choice. Parents often rank their top choice according to what is available in the specific school they are enrolling their children in, instead of ranking their preferences according to what the city can provide. These parents have expressed that even if another school did offer a Dual Language program that supported their particular home language, they would probably not attend due to the challenges that would arise from having to travel to a school far away from their homes.

For instance, from the Parent Surveys and Selection Forms received from this year’s newly admitted ELL eligible students, we have observed that out of the 19 total forms we have received which have indicated Spanish as the home language, 14 have indicated the Dual Language as their first choice, four (4) have ranked TBE as their first choice, and one (1) has ranked the Freestanding ESL as their first choice. The one (1) form that indicated ESL as their first choice was from a parent of a student in the 4th grade, a grade for which we currently do not offer a Dual Language or Transitional Bilingual program. As stated before, parents often rank their choices according to program availability in the school, and not city-wide availability. We have also received three (3) Parent Surveys and Selection Forms from parents whose home language is French, two (2) whose home language is Fulani, and one (1) whose home language is Wolof. Of those, five (5) have indicated Freestanding ESL as their first choice, while one (French) indicated “TBE” as their first choice.

Therefore, since parents predominantly request the programs that provide home language support, we are partially able to align parent choice with program offerings since we have the Spanish DL and TBE. However, we are not able to meet parent requests for those students whose home language is French, Arabic, Fulani, Wolof, etc. The complexity and diversity of our community, coupled with the ever increasing unavailability of resources to fund such endeavors, make meeting our diverse community’s needs a great challenge.

Part III: ELL Demographics

A. ELL Programs

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

- | | | | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|
| <input type="checkbox"/> 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 type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 |

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	4	10												14
Dual Language <small>(50%:50%)</small>	3	4	8	4	4									23
Freestanding ESL														
Self-Contained														0
Push-In	5	3	4	8	22	7								49
Total	12	17	12	12	26	7	0	0	0	0	0	0	0	86

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	24
SIFE	3	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	14		11							14
Dual Language	22	1	4	1						23
ESL	33	0	7	15	2	1	1			49
Total	69	1	22	16	2	1	1	0	0	86

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	3	4	4	8	8	6	4	3			4	7							23	28
Chinese																			0	0
Russian																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
	L		L		L		L		L		L		L		L		L		L	
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	3	4	4	8	8	6	4	3	0	0	4	7	0	0	0	0	0	0	23	28

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 27

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 7

Asian:

Hispanic/Latino: 21

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2	3	14	1								20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French	3	2	1	2	5	3								16
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	2	1	1	3	2	3								12
TOTAL	5	3	4	8	22	7	0	49						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

1.a. Currently, CS 200 offers a self-contained Transitional Bilingual Education Collaborative Team Teaching program for grades K and 1, a self-contained Dual Language Program for grades K-3 and 5 that used the Roller-Coaster Model, and a Freestanding ESL program is available to students in all grades, K-5 in a pullout setting.

b. Students in the TBE and DL programs are self-contained and grouped as a class that contains heterogenous English proficiency levels. The Freestanding ESL pullout program groups its students more homogenously. For example, there is a group that contains students in grades K and 1, with a beginning level proficiency as per the NYSESLAT, and another group containing students in grades 4 and 5 who have an advanced proficiency level according to the NYSESLAT.

2. Teachers in the DL, TBE and ESL programs are required to submit a schedule that explicitly shows time allocation for ESL, ELA, and NLA as appropriate for the students in their classes. The DL teachers must display their self-contained rollercoaster model schedule and are expected to follow it at all times. The TBE teachers also are required to do the same with their class, showing that they are following the appropriate percentage of language allocation in accordance to their students' proficiency levels: Beginning: 60% NL, 40% English; Intermediate: 50% NL, 50% English; Advanced: 25% NL, 75% English, as per the NYSESLAT. Furthermore, all teachers of students in the ESL freestanding program receive a schedule that shows when students in their class will be receiving services, which complies with the 360 minutes per week for beginning and intermediate level students, and 180 minutes for week for advanced level students, as per the NYSESLAT.

3. C.S. 200 utilizes a city-wide comprehensive instructional model for reading and writing, the workshop model. There is specific literacy and writing blocks focus on balanced literacy and daily writing activities. ELA is taught using ESL methodologies to support the learning of the students. The DL program is designed so that 50% of all instruction is delivered using this workshop model in English through the rollercoaster system, utilizing ESL methodologies, and the other 50% in Spanish. In TBE, the workshop model is also utilized, and delivers instruction of the content areas in the native language using the Beginning: 60% NL, 40% English; Intermediate: 50% NL, 50%

English; Advanced: 25% NL, 75% English model; moreover, they use ESL methodologies to teach all other content delivered in English. The freestanding ESL program, specific content areas are taught using ESL methodologies.

4. At CS 200, we differentiate instruction according to the needs of students.

(a) Students who have been identified as having an interrupted formal education (SIFE) receive support services, such as academic intervention, and will continue to participate in after school programs, Saturday academy, and receive small-group instruction during the extended time period of 37.5 minutes.

(b) Newcomers in the TBE setting will continue to receive the majority (60%) of instruction in Spanish while they are acquiring English. The ratio of Spanish to English instruction will decrease according to their English proficiency levels. Moreover, they will continue to be provided with instruction such as guided reading in English to develop reading and writing skills. Newcomers in a monolingual setting will continue to receive ESL pull-out services, with the number of mandated instructional minutes according to their levels of English proficiency. All ELLs will continue to receive services such as: Saturday academy, Reading Buddy, and the ESL after school program. Moreover, the 37.5 additional minutes will also be used to service this student population in order so that they perform to the best of their abilities in state-mandated assessments they are required to take, as per NCLB.

(c.d) ELLs who have been receiving services from 4 to 6 years, as well as Long term ELLs (those completing 6 years), will continue to be eligible to participate in Saturday Academy and after school programs; moreover, the extended time period of 37.5 minutes will also be used to service struggling students in a small-group setting.

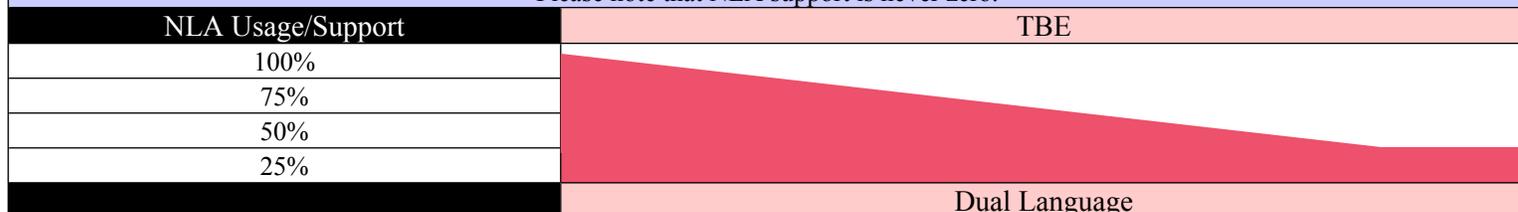
(e) Furthermore, in order to accommodate ELLs that have been identified as having special needs, the school will continue to provide the students with special education teachers, as well as support services, including: pull-out and push-in academic intervention services, speech and language, occupational and physical therapy. All instruction will be aligned with their IEPs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Targeted Intervention programs: ELLs benefit from many intervention programs, including the Academic Intervention Services (AIS), targeted-instruction during the 37.5 minutes, as well as several after school programs, such as: "Learn It," an SES program that targets ELLs specifically, offers 2 hours of additional targeted instruction after school on Tuesdays, Wednesdays and Thursdays, with a maximum student to teacher ratio of 1:7; the Innovative Educational Program (IEP), which targets students in grade K-5, focuses on teaching reading and math through the content areas, social studies and science; and the Bell program, offered Mondays and Fridays, for 2-hours of additional targeted, academic instruction in reading and math. These programs target all ELLs.

6. Those students reaching proficiency on the NYSESLAT will continue to receive transitional support by being eligible to participate in Saturday academy and after school programs designed for ELLs. Moreover, teachers will also use the additional 37.5 minutes of extended time period to support these students.

7. Discovery and Achievement 300 ELL literacy programs for ELL students and their families during the after school and Saturday Academy.

8. No ELL programs and/or services will be discontinued.

9. ELLs are specifically targeted to receive all benefits available in our school including small-group, targeted-instruction supplemented by SMART Boards, which most classrooms are equipped with, and the Academic Intervention Services (AIS). In addition, ELL students are mandated to stay for the 37.5 minutes of additional instruction, followed by several after school program options, such as: "Learn It," an SES program that targets ELLs specifically, offers 2 hours of additional targeted instruction after school on Tuesdays, Wednesdays and Thursdays, with a maximum student to teacher ratio of 1:7; the Innovative Educational Program (IEP), which targets students in grade K-5, focuses on teaching reading and math through the content areas, social studies and science; and the Bell program, offered Mondays and Fridays, for 2-hours of additional targeted, academic instruction in reading and math.

10. As mentioned above, most classrooms are equipped with SMART Boards in order to provide our students with a variety of rich learning experiences. Moreover, we have computers in classrooms which can be used to for students to engage in rich and interactive educational activities. Additionally, we have invested in rich instructional material with our ELL students' success in mind, such as: materials especially designed for ELLs, such as Avenues, a standards-based program that specifically designed to provide students with language, literacy and content instruction; Phonics Street Kit, a complete, systematic phonics instruction program; LeapFrog, which combines technology and literacy, among others.

11. Native language support. The Dual Language program is designed to provide 50% of the instruction in the native language. NLA is delivered through the Readers/Writers workshop model. Like in DL program, NLA is delivered through the Readers/Writers workshop in the TBE model. Moreover, a literacy block is in place, with intensive reading/writing activities. Students receive native language support according to their specific instructional needs. In the ESL program, teachers provide native language support also as needed; she communicates in the student's home language, when possible, in order to make any clarifications, explain expectations, etc. Moreover, we also provide support through the use of a buddy-system (students from same language background), especially within newly arriving students who need more support in their language.

12. All students receive age and grade-level appropriate instruction and support, teachers differentiate instruction as group as needed to provide appropriate support to students.

13. We will invited ELL students to attend the Learn It and Innovative Educational Program ELL Literacy, Math, Social studies, and Science program.

14. N/A Language electives not offered

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. The DL program at C.S. uses a 50/50 model (English/Spanish). EPs and ELLs both learn using this model.
2. EPs and ELLs are fully integrated, however, teachers do differentiate instruction as needed and group students homogenously as well as heterogeneously, depending on what is most appropriate for the content area she/he is teaching or activity the students are engaging in.
3. All content instruction is delivered in both languages, English and Spanish, equally, following a rollercoaster model schedule.
4. Our DL program uses a self-contained model.
5. Both languages are taught simultaneously, using the roller-coaster model.

D. Professional Development and Support for School Staff

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

1. All teachers of CS 200 will receive 3 professional development sessions by our CLSO and ESL coordinator to address the instruction of ELL students.
2. All teachers who service ELL students will assist the guidance counselor with choosing the middle school which will provide supports and opportunities for ELL students to be successful.
3. The teachers will receive training on ESL strategies that can be used during instruction. The teachers will receive training regarding Materials and Programs that may be use to support and enhance ELL instruction.

E. Parental Involvement

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

1. A Saturday Social Studies and Literacy program for parents of ELL students will be provided by way of our Discovery Grant for ELL's. We also are hosting a Math, Science, Technology and Literacy Family night which will take place throughout the school year for ELL parents to become knowledgeable of what and how their children are learning.
2. CUNY Theatre program will provide the Ell's the opportunity to learn literacy strategies by way of theatre instruction.
3. We will create a parent survey at the end of the program for feed back to use for the next cycle.
4. Our parent involvement activities address the needs of the parents by that we received information by way of the Learning Environment Survey which suggested that the school provide more opportunities for families to gain information on what their children are learning.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	15	8	5	5	3								44
Intermediate(I)	2	2	3	5	8	3								23
Advanced (A)	2	0	1	2	9	5								19
Total	12	17	12	12	22	11	0	0	0	0	0	0	0	86

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B			1	2	1								
	I		5	1		2	2							
	A		6	6	4	6	4							
	P		5	4	3	13	10							
READING/ WRITING	B		13	6	3	4	3							
	I		2	1	3	9	4							

	A			1	3	9	5						
	P		1	4			4						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	14	4	1		19
5	3	3	2		8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	8	1	9		3				21
5	2		4		3	1		1	11
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		4		1	2	10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)		1	0	3		1	2	4
Chinese Reading Test								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

1. At C.S. 200, we use ECLAS-2, DRA, El SOL, Running Records (Fountas and Pinnell), as well as other teacher-designed assessment tools in order to assess the early literacy skills of our ELLs.

2. Data patterns across the grades (as per the NYSESLAT and the LAB-R) reveal that the majority of our ELLs are in the beginning levels of proficiency (44), followed by intermediate (23) and advanced (19).

3. Patterns across the NYSESLAT modalities reveal a concentration of students scoring at higher proficiency levels in the areas of Listening/Speaking, and a concentration of students scoring at the lower proficiency levels in Reading/Writing. This will affect the way instruction is planned. Since we know our students are mostly struggling in the areas of Reading and Writing, we will place more emphasis in providing extensive opportunities for our students to receive a literacy-rich instructional approach in the classroom as well as in any other supplementary services (after school, 37.5 minutes, AIS, etc.).

4. Analysis for each program:

DL Program:

a. Patterns across proficiencies and grade levels reveal that students are mostly scoring at a beginning level, followed by intermediate and advanced. Again, patterns across modalities reveal that students are performing better in Listening/Speaking than in Reading/Writing. Currently, one class in this program is at the testing grade and able to participate in state assessments. From the data we can examine, we notice that students are scoring at various levels on the ELA (1s, 2s, and 3s), the only test they must take in English. However, they are scoring all 3s and 4s in Math and Science, both of which they can take in Spanish.

b. Teachers received a professional development the previous school year on retrieving and using ELL Periodic Assessments results to inform instruction. Teachers are using results to find the areas of weakness that need to be targeted for each student.

c. From the ELL Periodic Assessments results that students need the most support in reading and writing, similar to what has been analyzed from NYSESLAT results. What is more, Native Language instruction is used 50% of the time in the classroom to help students build a strong academic foundation in all content areas.

TBE:

Limited data available, only classes in grades K and 1 are in place within this program.

ESL:

a. Patterns across grades show that students' proficiency levels are almost equally distributed between Beginning, Intermediate and Advanced levels, especially in the upper grades. The lower grades, K-2, are at more Beginning proficiency levels.

b. As stated above, Teachers received a professional development the previous school year on retrieving and using ELL Periodic Assessments results to inform instruction. Teachers are using results to find the areas of weakness that need to be targeted for each student.

c. From the ELL Periodic Assessments results that students need the most support in reading and writing, similar to what has been analyzed from NYSESLAT results. The Native Language in the ESL program is used to a lesser extent due to the diversity of languages represented at our school. When possible, teachers use the home language of the student to clarify, direct, and support him or her in any way possible. However, for those languages for which we do not have a bilingual teacher, we use the "buddy" system, in which newly arrived students are paired with a classmate who speaks the same language in order to help the student understand basic instructions.

5. Dual Language Programs:

a. English Proficient students (EPs) are assessed the second language, in this case, Spanish, using the ELE and other on-going teacher-designed assessments.

b. The EPs show high levels of Spanish language literacy as per the ELE. From the EPs assessed using the ELE, four (4) were in the fourth tier percentile (76-100); two (2) scored in the third tier percentile (51-75); and one (1) scored in the second tier (26-50).

c. Given that we have only one DL class has EPs who are in the testing grades, data is limited to one class. However, from this group of EPs, we observed the following levels of performance: Math, all students passed with all 3s and 4s, with the exception of one student; in Science, they received mostly 4s and some 3s; and in ELA they received all 2s and 3s.

6. We evaluate the success of our programs through evidence of student work, cumulative student portfolios, teacher assessments and observations, and state assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/9/10
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 200- The James Mccune Smith School					
District:	5	DBN:	05M200	School		310500010200

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	34	35	35		91.0	91.6	91.7
Kindergarten	71	80	77				
Grade 1	73	70	68	Student Stability - % of Enrollment:			
Grade 2	96	65	78	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	105	99	81		85.3	83.1	88.9
Grade 4	98	85	91				
Grade 5	74	85	72	Poverty Rate - % of Enrollment:			
Grade 6	79	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.0	82.6	82.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		25	75	77
Grade 12	0	0	0				
Ungraded	4	2	1	Recent Immigrants - Total Number:			
Total	634	521	503	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					8	9	8

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	44	44	41	Principal Suspensions	5	2	10
# in Collaborative Team Teaching (CTT) Classes	13	17	27	Superintendent Suspensions	6	8	3
Number all others	42	22	22				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	30	15	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	15	23	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	57	52	TBD	Number of Teachers	65	58	58
# ELLs with IEPs	7	27	TBD	Number of Administrators and Other Professionals	22	23	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	0	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	1	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	63.1	75.9	79.3
				% more than 5 years teaching anywhere	61.5	63.8	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	86.0	89.7
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	83.3	95.8	98.0
Black or African American	66.4	63.7	64.0				
Hispanic or Latino	29.7	30.7	34.0				
Asian or Native Hawaiian/Other Pacific	0.6	0.6	0.6				
White	1.7	2.1	1.4				
Male	53.9	51.2	52.1				
Female	46.1	48.8	47.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year				v	
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-				
Students with Disabilities	vsh	v	-			
Limited English Proficient	vsh	v	-			
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:			NR	
Overall Score:	43.5	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	3	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	2.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	32.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	6					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$414,522.00	\$ 75,370.00	\$489,892.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 4,146.00	\$ 800.00	\$4,946.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20,726.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 41,452.20	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
n/a

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: Provide city and state curriculum aligned with the state standards. Provide highly qualified teachers, remedial and enrichment programs, Academic Interventions and on going Professional Development (PD) for staff.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held: November 2010 and March 2011.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: During September Open School Night, City Parent Teacher Conferences, Monthly teacher Progress reports, Periodic Assessment Reports, and AIS progress reports.
4. Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows: Teachers will be available upon request for consultations with parents. Assistant Principal's, AIS teachers and Guidance counselors will be available to meet with parents during Parent Teacher conferences, September Open School Night and upon request of the parent.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities, as follows: The Parent Association will work with the Administrators of CS 200 to create a volunteer program with protocols adopted by the Learning Leaders Program (I.E finger printing, identification badges, etc.) CS 200 will host an open school day where parents and guardians can visit classrooms to observe literacy and math lessons.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy.
7. Involve parents in the School Leadership Team.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meetings at a convenient time for parents. We will offer a flexible number of additional parental involvement meetings, such as in the morning or evening scheduled times so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students) and will encourage them to attend.
9. Provide information to parents of participating students in a uniform format, including alternative formats upon the request of parents with disabilities, and to the extent in the languages that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.
11. By the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond for any such suggestions in a timely fashion.
12. Assist parents in the inquiry of obtaining individual student reports about the performance of their child on the State assessment in math, literacy, science and social studies.
13. Provide each parent timely notices when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Parent Compact

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Leadership Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, or other school advisory or policy groups.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: School wide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a School wide Program as required under NCLB.
Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Provide to each parent an individual student report about the performance of their child on the State assessment in math, English language arts, science and social studies. We will use formal assessment tools provided by the ARIS and Aquity along with informal/teacher designed assessment tools. Frequent observations and conferences with the students will also play an important part of the assessment. These instructional activities will meet the individual needs of all students including students with special needs and English language learners.

Individual conferences and small group activities with the students will provide continuous assessment that will determine the growth and deficiencies of each student. This will give the teachers the opportunity to closely monitor each student and meet their individual needs.

2. School wide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Teachers of grades 3-5 will administer Periodic assessment, i.e.; Acuity, Performance Series four (4) times each year. For the students who scored in bottom one third, customized acuity assessment targeted to individualized student needs will be administered and every six weeks with reviews to determine their response to intervention.

Enhance the curriculum for all students including those who perform on or above grade level, by differentiating their program. (Project base learning and assessments, etc.)

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

After school, Saturday Academy and ELL Saturday Academy will service students for individual academic needs.

- o Help provide an enriched and accelerated curriculum.

See above.

Also provide integrated curriculum regarding social studies, science, technology and literacy to enhance instruction.

- o Meet the educational needs of historically underserved populations.

- Students in the identified sub groups: (1) Students with disability (SWD) and (2) Latinos/Hispanics will be invited to an extended day and Saturday program where they will receive additional intervention services.
- During the school day, the Academic Intervention Services (AIS) team will provide push- in services to support classroom teachers in addressing the needs of the subgroups.
- A specialized computer assisted program, (English in a Flash) will be provided to identify ELL students with disability (SWD) and the ELLs/Latinos during the Saturday program to support acquisition of English language.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. Counseling, pupil services, mentoring services will be provided for students who are in need of social services.

- o Are consistent with and are designed to implement State and local improvement, if any.
n/a

3. Instruction by highly qualified staff.

The administrative staff will provide Professional Development (PD) opportunities to all staff members to improve their craft. All 1st year teachers will receive an on site mentor who will provide PD, weekly interclass visitation, coaching and planning sessions.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

Administrators and teachers will receive ongoing PD from their CLSO and CFN liaisons. Paraprofessionals, pupil personnel and other staff members will receive PD from the CFN.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The administrative staff will continue ongoing communication with the network CFN and local colleges to attract highly qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

CS 200 will encourage the new Parents Association cabinet and work towards increasing parent involvement and volunteers.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

CS 200 will open its doors to neighboring early childhood centers for inter visitations.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

CS 200 will improve its Data Analysis Team to include additional members. Also, the team will create a newsletter to inform staff of the various data tools available and training opportunities.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

CS 200 will continue its Saturday Academy for ELL's and Parent Saturday Academy for ELL Parents in order to assist students who are experiencing difficulty mastering the proficient or advanced levels of the academic achievement standards.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

CS 200 will continue to foster the partnership with Harlem Hospital, 32nd Precincts Gang Awareness, and the HAPPI Program to support our students and families.

Section II: "Conceptual" Consolidation of Funds in a Title I School wide Program (SWP)

Explanation/Background:

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

Consolidating funds in a School wide 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 School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide 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 School wide 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.

Most, if not all, School wide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such School wide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A School wide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development

required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a school wide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the School wide Program			Amount Contributed to School wide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	Yes	N/A		
After school Academic Academy	Title 1	Yes	Yes	N/A	\$352,344.00	Page#(s) 37
After school Academic Academy	Title 1 ARRA	Yes	Yes	N/A	\$ 74,570.00	Page#(s) 37

¹ **Reminder:** To consolidate funding in a School wide 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 School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds. Most School wide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – School wide 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.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

n/a

2. Ensure that planning for students served under this program is incorporated into existing school planning.

n/a

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

n/a

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

n/a

c. Minimize removing children from the regular classroom during regular school hours;

n/a

4. Coordinate with and support the regular educational program;

n/a

5. Provide instruction by highly qualified teachers;

n/a

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

n/a

7. Provide strategies to increase parental involvement; and

n/a

8. Coordinate and integrate Federal, State and local services and programs.

n/a