



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE JAMES McCUNE SMITH COMMUNITY SCHOOL 200

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M200

PRINCIPAL: RENEE Y. BELTON

EMAIL: RBELTON2@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Renee Y. Belton	*Principal or Designee	
Shikigale Baker	*UFT Chapter Leader or Designee	
Tarsha McClary	*PA/PTA President or Designated Co-President	
Lavada Deas	DC 37 Representative, if applicable	
n/a	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
n/a	CBO Representative, if applicable	
Sharon Nixon	Member/ Parent	
Nicole Prince	Member/ Parent	
Cynthia Russell	Member/ Title I Representative	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, Hispanic/Latino students will demonstrate progress toward achieving State standards as **measured** by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

Comprehensive needs assessment

Our Hispanic/Latino subgroup has failed to make their AYP during the 2010/2011 school year. It is very important that we target this sub group because we are currently categorized as Reconstruction Year 1 due to this sub group not making their AYP in three consecutive years.

Instructional strategies/activities

- A Saturday Program will be established for Hispanic/Latino utilizing District In Need of Improvement (DINI) funding English language learners.
- A Monday and Friday Literacy Program will be established for Hispanic/Latino utilizing Title III and DINI funding.
- Teachers will participate in professional development via DOE, Network, and UFT to enhance their literacy acquisition.
- Students will be engaged in formal reading and writing while using applications of technology to support their learning. (Apangea, Achieve 3000, and English in a Flash.

Strategies to increase parental involvement

- PS 200 expect 10 parents to participate in the Title III program for Hispanic and Latino students. According to the NYSESLAT and State ELA results, the English language proficiency levels are beginner, intermediate and advanced. The language of instruction is Spanish. The supplemental activities for parents and students in grades K through 5 will take place December 2011 to May 2012 from 9:00 AM to 12:30 PM on Saturdays.
- We will also provide literacy and technology seminars for parents to assist in their child's learning.
- 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.
- 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.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are currently listed as Highly Qualified Teachers.

Service and program coordination

- CS 200 will continue to foster the partnership with Harlem Hospital, community based organizations, and universities to support our students and families.
- CS 200 will open its doors to neighboring early childhood centers for inter visitations.
- CS 200 Partnerships:
 - Harlem Children's Zone
 - Grand Windham

- Kennedy Child Study Center
- NYU Child Study Center
- North Side Child Study Center
- Metropolitan Child Psychology
- Resurrection Center (Food Pantry)
- 32nd Precinct Youth Officers
- Harlem Hospital Child Psychiatric Center

Budget and resources alignment

The fiscal and human resources that will be used to achieve this goal is Title III funds to support the teacher per session 2 days per week Literacy Program for the Hispanic and Latino students. Title III funds will fund a Saturday Academy for Hispanic/Latino parents and their children to provide literacy instruction. Title I funds will support parent workshops once per month which will focus on literacy and math strategies.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

To engage 100% of the students in the completion of at least one literacy task and one math task embedded in a rigorous curriculum unit aligned to the Common Core Standards (CCLS).

Comprehensive needs assessment

The State has mandated that all students in grades Pre K thru 5 complete one literacy task and one math task embedded in a rigorous curriculum unit aligned to the Common Core Standard. The completion of these tasks will give our teachers a formative assessment of where our students are academically as compared to other students and inform them of the skills that need to be strengthened in order to ensure success their future grade.

Instructional strategies/activities

- By June 2012, all students in grades Pre K thru 5 will complete one literacy and one math task embedded in a rigorous curriculum unit aligned to the Common Core Standard.
- Teachers will attend meetings led by their Grade Leader and or coaches, to create and plan literacy and math task aligned to the CCLS.
- Teachers will deliver instruction and assign tasks to their students.

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Develop and distribute a school newsletter or web publication designed to keep parents informed about school activities and student progress.

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are currently listed as Highly Qualified Teachers.

Service and program coordination

- CS 200 will continue to foster the partnership with Harlem Hospital, community based organizations, and universities to support our students and families.
- CS 200 will open its doors to neighboring early childhood centers for inter visitations.
- CS 200 Partnerships:
 - YMCA
 - Harlem Children's Zone
 - Grand Windham
 - Kennedy Child Study Center
 - NYU Child Study Center
 - North Side Child Study Center
 - Metropolitan Child Psychology
 - Resurrection Center (Food Pantry)
 - Harlem Hospital Child Psychiatric Center

Budget and resources alignment

The fiscal and human resources that will be used to achieve this goal are FSF funds to support the professional development sessions for teachers to fulfill this mandate. (Hiring of substitute teachers; per diem rate and afterschool PD; per session rate.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Improve instruction by creating curriculum maps which Common Core Learning Standard (CCLS) aligned tasks and the integration of subjects (ELA, Science, Social Studies, and Mathematics).

Comprehensive needs assessment

During the 2010/2011 school year, teachers developed a Curriculum map for ELA (Social Studies and Science) and Mathematics. The state has developed new Common Core Learning Standards therefore, our teachers must to modify and enhance the existing curriculum maps to include learning standards and tasks that are aligned to the new Common Core Learning Standards.

Instructional strategies/activities

- Teachers Teams on each grade will meet monthly with the Principal, Assistant Principals, and Coaches to plan instruction for the month to include the CCLS.
- Teachers Teams will meet weekly during their common planning period to create and modify curriculum maps and plan lessons and activities based on CCLS.
- All Staff will utilize the book, "Curriculum Mapping" by Heidi Hayes Jacobs, and CCLS documentation to assist in the creation of curriculum maps.

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are currently listed as Highly Qualified Teachers.

Service and program coordination

- CS 200 will continue to foster the partnership with community based organizations and universities to assist in the educational advancement of our students.
- Host educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

Budget and resources alignment

The fiscal and human resources that will be used to achieve this goal will be FSF to support the professional development sessions for teachers to fulfill this task. (Hiring of substitute teachers; per diem rate and afterschool PD; per session rate.)

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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			N/A	N/A			6	
1			N/A	N/A	2		6	
2			N/A	N/A	3		2	
3	60	60	N/A	N/A	5		10	
4	80	80			2		8	
5	75	75			10		12	
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<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 by the classroom teacher during the school day (Response to Intervention (RTI)). Level 1 and 2 students will receive additional instruction in small groups during the extended day program and Saturday Academy.
Mathematics	<input type="checkbox"/> The program will provide academic intervention using the following materials: Math Strategies, Scholastic Math Advantage. Instruction will be provided to students on grades K-5 in individual and small groups, three times a week by the classroom teacher during the school day (Response to Intervention (RTI)). Level 1 and 2 students will receive additional instruction during the extended day program and Saturday Academy.
Science	<input type="checkbox"/> Provided to Level 1 and 2 students on grades 3-5 during the school day. Instruction will occur five times a week using the following materials: FOSS kits and Scotts Foresman Text Books. Instruction will be provided to students on grades K-5 in individual and small groups, three times a week by the classroom teacher during the school day (Response to Intervention (RTI)).
Social Studies	<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. Instruction will be provided to students on grades K-5 in individual and small groups, three times a week by the classroom teacher during the school day (Response to Intervention (RTI)).
At-risk Services provided by the Guidance Counselor	<input type="checkbox"/> The services provided are crisis intervention, small group and individual counseling sessions for grievance counseling, physical/sexual abuse and pre teen subject matter. The counselors will also schedule assembly programs that address bullying.
At-risk Services provided by the School Psychologist	<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 and facilitates function of the ISC team (formally SBST Team).
At-risk Services provided by the Social Worker	<input type="checkbox"/> The services provided are individual and group counseling that address behavior modification specific to each student's individual needs. Other issues addressed during the counseling sessions are self esteem, depression, domestic violence and divorce.

At-risk Health-related Services

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

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 05200 **School Name:** James McCune Smith CS 200

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

As Per our 2011/2012 School Report Card, our Hispanic/Latino sub group did not make AYP.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Instructional strategies/activities

- A Saturday Program will be established for Hispanic/Latino utilizing District In Need of Improvement (DINI) funding English language learners.
- A Monday and Friday Literacy Program will be established for Hispanic/Latino utilizing Title III and DINI funding.
- Teachers will participate in professional development via DOE, Network, and UFT to enhance their literacy acquisition.

Students will be engaged in formal reading and writing while using applications of technology to support their learning. (Apangea, Achieve 3000, and English in a Flash.

Strategies to increase parental involvement

- PS 200 expect 10 parents to participate in the Title III program for Hispanic and Latino students. According to the NYSESLAT and State ELA results, the English language proficiency levels are beginner, intermediate and advanced. The language of instruction is Spanish. The supplemental activities for parents and students in grades K through 5 will take place December 2011 to May 2012 from 9:00 AM to 12:30 PM on Saturdays.
- We will also provide literacy and technology seminars for parents to assist in their child's learning.
- 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.
- 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.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

We will provide professional development to all of our teachers via our literacy coach.

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

We will utilize our CLSO ESL and Bilingual staff developers to provide professional development for our staff. Our license bilingual and ESL teachers will provide professional development to teachers via model lessons and interclass visitations to equip teachers with strategies to enhance the literacy acquisition of our Hispanic/Latino students.

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.

- CS 200 will mail the SINI school status letter to all parents in various languages.
- We will also hold a parent meeting to explain why we are on the SINI list.
- We will also provide literacy and technology seminars for parents to assist in their child's learning.
- 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.
- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll	District 05	Borough Manhattan	School Number 200
School Name James McCune Smith, Community School			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Renee Y. Belton	Assistant Principal Dr. Charles Anuolam
Coach Ms. Zelvena Cummings	Coach Ms. Maria Saddler
ESL Teacher Ms. A. Rubin & Ms. L. Herrera	Guidance Counselor Ms. Trista Stewart
Teacher/Subject Area Ms. Sory Rodriguez	Parent Tarsha McClary
Teacher/Subject Area Ms. Brunilda Del Rosario	Parent Coordinator Mr. Garry Fields
Related Service Provider Ms. Carrie Satchell	Other Mr. Carlos Munoz
Network Leader Renaldo Wright	Other Ms. Williams-Carrero

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	531	Total Number of ELLs	89	ELLs as share of total student population (%)	16.76%
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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. 

Questions 1-6

Parents of all newly admitted students receive a Home Language Identification Survey (HLIS) that must be completed. We have two ESL teachers, Abigail Rubin and Luz Herrera, both ESL licensed and certified, who are able to help parents, including 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. There are enough teachers and staff at C.S. 200 who are multilingual to provide translation services during the ELL identification process.

The ESL teachers conduct an oral interview with all parents of newly admitted students in which the home language and the English ability of the student is discussed.

Once the ESL teachers, Ms. Rubin and Ms. Herrera, have identified students who are eligible to be tested, they administer the Lab-R within ten (10) days of matriculation. During the initial oral interview at the time of enrollment, parents of students identified as potential ELLs are informed that their child will be assessed. 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 of tested students are notified of the results of the LAB-R exam with the non-Entitlement or Entitlement letter in the language of home-school communication they specified on the HLIS. In the case that 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 and can make an informed choice using the Parent Survey and Program Selection Form.

In addition, students who speak Spanish in the home and score below proficiency on the LAB-R are administered the Spanish LAB by the ESL teacher, Ms Herrera, to determine Spanish language proficiency.

Since Lab-R testing is done within 10 days of registration, the initial Parent Orientation is held within 10 days of the start of the school year. During the Parent Orientation Session, the ESL teachers, Ms Rubin and Ms Herrera, give an oral presentation, as well as show a video, and provide supporting material in order to explain the three program choices. These materials, the video, handouts and selection forms, are available in multiple languages. In addition, Ms Herrera speaks Spanish and Ms Rubin speaks some Spanish. When appropriate, colleagues speaking other languages, such as French, may be called upon to aid communication and provide translation services at these orientations. What is more, all parents are guided, step-by-step, on how to complete the Parent Survey and Program Selection forms and are provided with the opportunity to ask questions, in order to choose the program most appropriate for their child.

If parents are unable to attend a scheduled Parent Orientation, one of the ESL teachers, Ms Rubin or Ms Herrera, contacts them through phone and/or correspondence to schedule an individual meeting time so that parents can receive program choice information. Translators are available when necessary. Moreover, this ensures that the ELL coordinator receives a 100% completion rate for the Parent Survey and Program Selection form, which is needed to place students in the appropriate program. These completed forms are stored in the ELL binder in the principal's office. These surveys are available at the school, in the principal's office, for review. Once the student is placed in a program, a Placement letter is sent to the students' parents confirming this placement. Individual parent meetings

occur in a roll-in basis in order to accommodate any incoming students throughout the school year.

In the spring, each ELL is administered the NYSESLAT by the ESL, bilingual, dual language, and out of classroom teachers to determine English proficiency and to determine whether or not the student continues to be eligible for ELL services.

Continued Entitlement letters and Transition letters are sent home with students within the second week of school. The ESL teachers, Ms Rubin and Ms Herrera, review the NYSESLAT scores and determine which students continue to be eligible for services and which students are not. The scores on the NYSESLAT are also reviewed to determine the students' current level of English proficiency and to group them accordingly, providing the required minutes of ESL instruction. 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 Section 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-4. Parents of Spanish-speaking ELLs predominantly choose the DL program over TBE and Freestanding ESL. 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 on the form. It is interesting to observe that, even though these 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 in which they are enrolling their children, instead of ranking their preferences according to what the city can provide. Some 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 16 total forms we have received which have indicated Spanish as the home language, 15 indicated the Dual Language as their first choice. One (1) form indicated ESL as the parents' second choice and the student was placed in the ESL program because the student is in the 5th grade, a grade for which we currently do not offer a Dual Language Program, the parents' first choice. 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 and Wolof, one (1) whose home language is French, one (1) whose home language is Bambara, and one (1) whose home language is Arabic. Of those, all six (6) have indicated Freestanding ESL as their first choice. Again, alternative programs (Dual Language, TBE) are not available in these particular languages.

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

K **1** **2** **3** **4** **5**
6 **7** **8** **9** **10** **11** **12**

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	5	8	0	0	0								13
Dual Language (50%:50%)	7	4	8	8	5	0								32
Freestanding ESL														
Self-Contained														0
Push-In	2	7	6	5	7	17								44
Total	9	16	22	13	12	17	0	0	0	0	0	0	0	89

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	69	Special Education	21
SIFE		ELLs receiving service 4-6 years	19	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	13		11	0	0	0	0	0	0	13
Dual Language	30		3	2		2	0	0	0	32
ESL	26		5	17		2	1		0	44
Total	69	0	19	19	0	4	1	0	0	89

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		5	8											13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	5	8	0	13									

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 L	EP	EL L	EP																
Spanish	7	9	4	4	8	8	8	9	5	2	0	0							32	32
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	7	9	4	4	8	8	8	9	5	2	0	32	32							

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 45

Number of third language speakers: 6

Ethnic breakdown of EPs (Number):

African-American: 3

Asian:

Hispanic/Latino: 26

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1	1	2	10								14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1	1		1	3								6
Haitian														0
French			1	1		2								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	6	3	3	4	2								20
TOTAL	2	7	6	5	7	17	0	44						

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Delivery of Instruction

a.) Currently, CS 200 offers a self-contained Transitional Bilingual Education Collaborative Team Teaching (CTT) Program for grades 1 and 2, a Dual Language Program for grades K-4 that uses the Roller-Coaster Model, and a Freestanding ESL program for students in all grades, K-5 in a pull-out setting.

A. Programming and Scheduling Information

In our Transitional Bilingual Education (TBE) program, instruction is provided in two languages: the language spoken at home, in this case Spanish, and English. In the beginning stages of English language development, 60% of instructional time takes place in the students' home language, Spanish, and 40% in English. As the student develops fluency in English, the amount of instructional time in English increases. At the intermediate level, instruction is given in Spanish 50% of the time and 50% of the time in English. At the advanced level, instruction is given in Spanish 25% of the time and in English 75% of the time. For beginning students, grade-level instruction in the content areas is provided in the students' home language so that the student maintains academic progress while developing English proficiency. Instruction is given to help each ELL attain proficiency in English and to help each ELL meet or exceed New York State and New York City Standards. In our CTT TBE program, as students develop their English proficiency, the time allocated to learning in the home language shifts to mostly learning in English until the student is ready to enter an English-only mainstream program. Our ELLs are taught using a blend of NLA, ESL, and ELA. Content area instruction - language arts, mathematics, science, and social studies - is taught in the home language and in English using ESL strategies.

In our Dual Language Program, students are taught using the Roller-Coaster Model where students are taught in one language in the morning and the other language in the afternoon. The language of the afternoon is then used the following morning, and so on. The goal is for students to develop proficiency in their first language and to develop proficiency in the second language as well. Students also develop positive cross-cultural attitudes, behaviors, and skills that will help them function in a global society. Students in the Dual Language program are given instruction to help them meet or exceed New York State and New York City Standards. The students in our Dual Language program are also expected to comprehend, speak, read, and write in both languages, English and Spanish, upon their completion of our Dual Language program.

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. 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. In the freestanding ESL program, specific content areas are taught using ESL methodologies.

4. We ensure that ELLs are appropriately evaluated in their native language through state exams, in-house assessments, and teacher observations. Within the first 10 days of school, Spanish speaking students who have been identified as ELLs are administered the Spanish LAB. These results can be used to help teachers guide instruction. Teachers in the TBE and Dual Language programs use running records and bench mark assessments to evaluate a students' native language ability. In addition, students receiving education in their native language who are also in testing grades (the Dual Language Program) take the ELE and those results are used to help plan and guide instruction.

5. At CS 200, we differentiate instruction according to the levels and academic needs of students. The native language level, English proficiency level, and proficiency in academic content areas of individual students are all taken into consideration when planning instruction for ELLs. The results of assessments, such as the NYSESLAT, state exams, and in-house administered assessments, as well as student work are evaluated for student strengths and weaknesses. Targeted instruction, support services, and opportunity for additional instruction, such as after school, Saturday, and extended day programs, are then provided.

Instruction for subgroups:

A. Programming and Scheduling Information

(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, ELL Academy, 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: ELL Academy, 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) ELLs who have been receiving services from 4 to 6 years will continue to be eligible to participate in the ELL Academy, 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. Furthermore, the NYSESLAT, as well as other state exams and in-house assessments, will be used to identify specific areas of weakness and the students will be provided with targeted instruction in those areas.

(d) Long term ELLs, those having completed 6 years of services, will continue to participate in the ELL Academy, Saturday Academy, and other after school programs. They also participate in the extended time period of 37.5 minutes in small-group settings with instruction targeted to their needs using ESL methodologies. As mentioned above, the NYSESLAT, other state exams, and in-house assessments will be used to identify specific areas of weakness and the students will be provided with targeted instruction in those areas.

6. Special Education teachers understand the double needs of their ELL-SWD students, i.e., the deficits related to the student's particular disability as well as their needs related to English acquisition. After careful review and consideration of each IEP goal, Special Educators determine the special education strategy or the ESL strategy that can assist the student to reach the IEP goal while facilitating their use and

Native Language Usage and Supports

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

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

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

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

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of
B. Programming and Scheduling Information--Continued			
			<p>8. 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.</p> <p>9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.</p> <p>10. What new programs or improvements will be considered for the upcoming school year?</p> <p>11. What programs/services for ELLs will be discontinued and why?</p> <p>12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.</p> <p>13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?</p> <p>14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)</p> <p>15. Do required services support, and resources correspond to ELLs' ages and grade levels?</p> <p>16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.</p> <p>17. What language electives are offered to ELLs?</p>

8. 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 with a maximum student to teacher ratio of 1:7; and 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. These programs target ELLs.

9. Those students reaching proficiency on the NYSESLAT will continue to receive transitional support for up to two years by being eligible to participate in Saturday academy and after school programs designed for ELLs. Teachers will also use the additional 37.5 minutes of extended time period to support these students. In addition, they will be provided with ELL testing accommodations on state exams, such as extended time.

10. This year we are adding the Apangea Math on-line math intervention program as a way to help our ELLs improve in the area of math. Although this population met their Annual Yearly Progress (AYP), they did so using the Safe Harbor Target. We will continue to work with the ELL population during 37.5 minutes and the ELL Academy, in addition to using Apangea Math, to help the ELLs succeed in mathematics.

11. No programs will be discontinued thus far.

12. 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). iPads and notebook computers are also available in order to supplement instruction. 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; and 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. 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.

13. 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. We also have class set of iPads and notebook computers available for teachers to borrow. In addition, students have access to English in a Flash and Accelerated Reader, both part of the technology-based Renaissance Learning program.

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

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 homogeneously 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. All content instruction is delivered in both languages, English and Spanish.
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4. Our DL program uses a self-contained, rollercoaster model.
5. Both languages are taught simultaneously, using the rollercoaster model.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

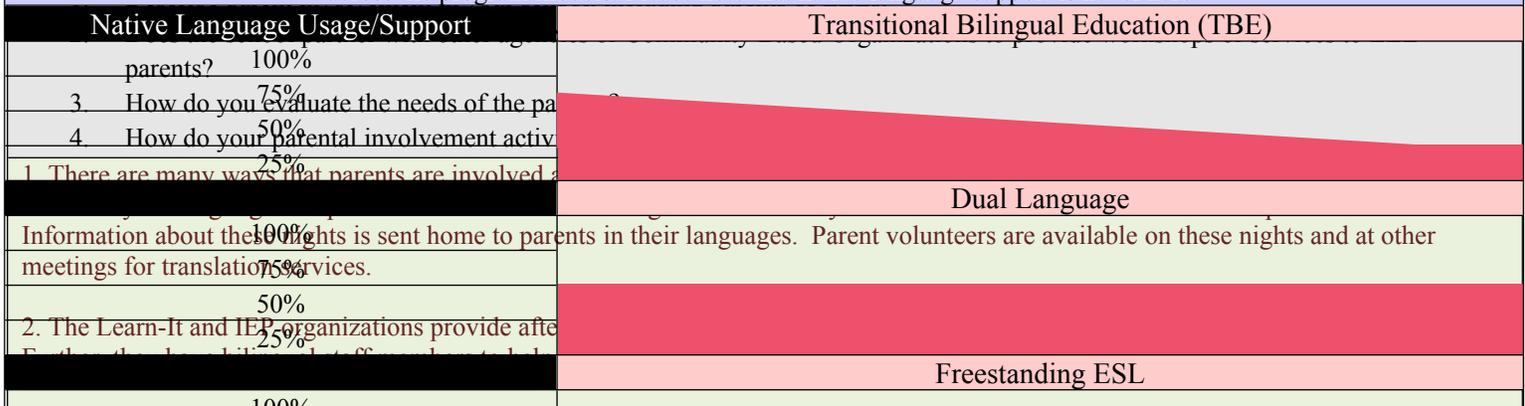
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Native Language Usage and Supports

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



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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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

C. Schools with Dual Language Programs

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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)	6	6	9	7	1	3								32
Intermediate(I)	2	8	8	4	3	6								31
Advanced (A)	1	2	5	2	8	8								26
Total	9	16	22	13	12	17	0	0	0	0	0	0	0	89

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
WRITING	I		2	6	4	4	5							
	A		2	2	1	7	7							
	P		1	1			1							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	5			9
5	10	4	1		15
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									0
4	2		3	1	2	3			11
5									0
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	6		5		5				16
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				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

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. The data informs teacher instruction and differentiation practices. Moreover, it can inform the school's instructional plan directly through our ongoing grade-level common planning meetings.

2. Data patterns across the grades and across programs (as per the NYSESLAT and the LAB-R) reveal that our students are at different English proficiency levels in different grades. In kindergarten, they are mostly at Beginning levels, whereas in grades 1-3 they show a

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

School Name: James McCune Smith, CS 200		School DBN: <u>05M200</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Renee Y. Belton	Principal		10/14/11
Dr. Charles Anuolam	Assistant Principal		10/14/11
Gary Fields	Parent Coordinator		10/14/11
Abigail Rubin	ESL Teacher		10/14/11
	Parent		10/14/11
Sory Rodriguez	Teacher/Subject Area		10/14/11
Carlos Munoz	Teacher/Subject Area		10/14/11
Maria Saddler	Coach		10/14/11
Zelvena Cummings	Coach		10/14/11
Trista Stewart	Guidance Counselor		10/14/11
	Network Leader		10/14/11
Carrie Satchell	Other <u>Related Services</u>		10/14/11
Dr. Nancy Sher	Other <u>Psychologist</u>		10/14/11
Brunilda Del Rosario	Other <u>DL Teacher</u>		10/14/11
Dulce Williams-Carrero	Other <u>TBE Teacher</u>		10/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M200 **School Name:** James McCune Smith, CS 200

Cluster: 4 **Network:** 402

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.

Parents of all newly admitted students receive a Home Language Identification Survey (HLIS) that must be completed. We have two ESL teachers, Abigail Rubin and Luz Herrera, both ESL licensed and certified, who are able to help parents, including Spanish-Speaking parents, complete the HLIS appropriately. The ESL teachers conduct an oral interview with all parents of newly admitted students in which the home language and the English ability of the student is discussed; we are then able to help parents accurately record their oral interpretation and written translation needs directly on the HLIS for our future reference. In general, we provide written translations school documents in at least one language, Spanish. We further confirm parents' written translation and oral interpretation needs with parents of English Language Learners through our group or individual parent orientation sessions, when we assist them in completing the Parent Survey and Selection Form, when parents are able to verify with us the language used at home and communicate to us their specific needs. In addition, the on-going personal communication between faculty/staff and parents further corroborates and completes our needs assessment.

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.

Data collected from the HLIS has shown that there is a strong written translation and oral interpretation needs for Spanish. It is important to note that many of the West African languages that the parents in our community speak are largely oral languages, and not written, these are languages such as Fulani, Mandingo, Bambara, etc.; parents from this community typically receive literacy instruction in their home country in the colonial language, French. Nevertheless, patterns from the HLIS reveal that all parents that chose a home language such as French, Arabic, Fulani, Wolof, etc., all chose English alongside their home language, therefore stating that they all had some ability to communicate in English. The only parent group that indicated a need for written translation and oral interpretation were Spanish-speaking parents. The ESL teacher compiles student in-take and continuing student data on a spreadsheet and has shared this information with the administrative team, which also has access this information in their own ELL binders.

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.

CS 200 aims to provide all school communication material in at least one other language, Spanish, since the data shows that this is the largest (and only) group that indicated to have a need for written translated material in Spanish. Even though data indicates that every other language group, besides Spanish, included English amongst their language preferences, we have visiting faculty (student-teachers) who are French-speaking and are available to provide oral interpretation and written translation services for parents. They have already provided this service during parent orientations and meetings earlier in the school year and have translated various invitation letters and other material in French, which we have included alongside an English version. This has been a preventative measure we have taken. Going forward, we will continue to rely on in-house written translation services by our multilingual group of teachers, student-teachers, staff and parent volunteers. If there is an indication of a need for a language for which we cannot provide in-house interpretation and translation services, we will seek the services indicated the NYC DOE on their Translation Services Unit website, which has translators and interpreters readily available.

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.

CS 200 has an office-assistant who is fully bilingual in English and Spanish. She is based in the main office, which is the first stop for all parents when they visit, therefore, the since the data shows that this is the largest (and only) group that indicated to have a need for oral interpretation services in Spanish, Ms. Serrano is always available to meet their needs. Many teachers in our building, as well as one our assistant principals, are also bilingual in English and Spanish, and are therefore available to meet the needs of Spanish-speaking parents.

As mentioned above, even though data indicates that every other language group, besides Spanish, included English amongst their language preferences, we have visiting faculty (student-teachers) who are French-speaking and are available to provide oral interpretation for parents. They have already provided this service during parent orientations and meetings earlier in the school year. Going forward, we will continue to rely on in-house oral interpretation services by our multilingual group of teachers, student-teachers, staff and parent volunteers. Again, if there is an indication of a need for a language for which we cannot provide in-house interpretation and translation services, we will seek the services indicated the NYC DOE on their Translation Services Unit website, which has over-the-phone interpreters readily available.

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>.

The parent coordinator has been another key person in making material available in different languages for parents. Many of these can be seen in the school bulletin boards on the school's main floor, which are visible to parents when they visit our school. Moreover, translated key documents, such as the Behavior Code, are available in multiple languages, and school newsletters and brochures are available in English and Spanish, and are always displayed and made available to parents on the main office counter, also highly visible to all visiting parents.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: James McCune Smith CS 200	DBN: 05M200
Cluster Leader: Christopher Groll	Network Leader: Renaldo Wright
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 89 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 7 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The 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, Achieve 3000, that improves students' English language arts skills through self-paced differentiated instruction and strategies. English will be the language of instruction. The program begins October 2011 and ends March 25, 2012. 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 bilingual teachers will provide instruction.

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 afterschool instruction along with one certified ESL teacher.

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.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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. Also the Bilingual and ESL Teachers will participate in two Professional Development sessions via the Achieve 3000 consultant in regards to the Achieve 3000 and Kidbiz web based program.

Part D: Parental Engagement Activities

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		technology cultural program for our ELL parents and students
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$4,292.00	Achieve 3000 / Kidbiz
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		Instructional supplemental materials
Educational Software (Object Code 199)		
Travel		
Other	No Cost	Innovation Education Program. This Saturday program will allow parents to gain speaking, listening and computer skills. One certified bilingual teacher and one certified ESL teacher will provide lessons. The Saturday parent program will take place from November 2011 to February 2012. Time Period: December 2011 to January 2012.
TOTAL		\$11,200.28