



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: JAMES MCCUNE SMITH CS 200

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

PRINCIPAL: RENÉE 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
Renée Y. Belton	*Principal or Designee	
Shkigale Baker	*UFT Chapter Leader or Designee	
Tarsha McClary	*PA/PTA President or Designated Co-President	
Lavada Deas	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Shana Nixon	Member/ Parent	
Tamika Salgado	Member/ Parent	
Tinya Smith	Member/ Parent	
Kimberly Pruitt	Member/ Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, there will be an increase in ELL student achievement in ELA by 5% points as evidenced by the number of students performing at proficiency levels (3&4) as measured by the NYSTP in ELA.

Comprehensive needs assessment

- Our Hispanic/Latino subgroup has made their AYP during the 2011/2012 school year. It is very important that we target this sub group because we need to continue to support this sub group in order to continue to improve academic success.

Instructional strategies/activities

- A Saturday Program will be established for Hispanic/Latino utilizing Title III funding for English language learners. Beginning January 2013 through April 2013.
- A Monday and Friday Literacy Program will be established for Hispanic/Latino utilizing Title III. Beginning January 2013 through April 2013.
- Bilingual and ESL licensed 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 January 2013 to April 2013 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.
- The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

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)
 - 32nd Precinct Youth Officers
 - Harlem Hospital Child Psychiatric Center

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

By June 2013, 100% of the teacher teams will use summative /formative data to determine the effectiveness of two ELA and two math CCLS aligned units of study and revise units as needed.

Comprehensive needs assessment

CS 200 will enrich instruction to include rigor therefore we must adjust and modify our curriculum so that our students can meet the challenges of the new NYS standards.

- Teacher Teams will adapt/adopt/revise curriculum units in mathematics, and ELA to ensure alignment to the common Core and Shifts in ELA and Mathematics.

Instructional strategies/activities

- Students will be given pre and post Performance based assessment/tasks which will be used to inform curriculum decision.
- Teacher Teams will attend weekly planning meetings led by their Grade Leaders, to plan weekly lessons to promote student engagement and achievement.
- The Principal, Assistant Principals, and Coaches will attend all planning sessions to provide support in reference to CCLS, ELA and Math Shifts and curriculum planning.
- The network CLSO, assistant principals, and coaches will provide professional development in strategies that lead to high levels of student engagement and thinking.
- Teacher teams will meet to review data including student work samples, and formal and informal assessments. They will do a gap analysis to revise/adopt/adapt current curriculum units.

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.
- The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

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

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

To improve instructional practices and increase student achievement in ELA as demonstrated by an increase of at least two levels in F & P assessments.

Comprehensive needs assessment

- To increase progress/performance of all students in literacy by monitoring and providing support to teachers to improving teacher effectiveness.

Instructional strategies/activities

Weekly and Bi Weekly meetings with coaches and teacher teams to review tasks, curriculum maps, common core learning standards, and ELA and Math shifts to plan for the administering of the CCLS tasks with the focus on:

- Creation of Lesson Plans to include support for student learning
- Universal Design for Learning (UDL) principles
- Emphasis on Depth of Knowledge (DOK) levels

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: RTI, UDL, Depth of Knowledge (DOK), ELA and Math Shifts, CCLS, 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;
- The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

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

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	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.	-Individual and small groups, (Response to Intervention (RTI)). -Level 1 and 2 students will receive additional instruction in small groups	-Three times a week by the classroom teacher during the school day -During the extended day program -During Saturday Academy
Mathematics	The program will provide academic intervention using the following materials: Math Strategies, Scholastic Math Advantage.	-Individual and small groups (Response to Intervention (RTI)). -Level 1 and 2 students will receive additional	-Three times a week by the classroom teacher during the school day -During the extended day program -During Saturday Academy.
Science	FOSS kits and Scotts Foresman Text Books	-Instruction will be provided to students on grades K-5 in individual and small groups. -Provided to Level 1 and 2 students on grades 3-5 during the school day.	-Instruction will occur five times a week -Three times a week by the cluster teacher during the school day. (Response to Intervention (RTI)).
Social Studies	Social Studies AIS instruction is included within the general ELA portion of the literacy block. The NYC core curriculum classroom libraries and materials for Social Studies will also be used.	-Instruction will be provided to students on grades K-5 in individual and small groups.	-Three times a week by the cluster teacher during the school day. (Response to Intervention (RTI)).
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<input type="checkbox"/> The services provided address behavior modification specific to each students individual needs. Other issues addressed during the counseling sessions are self esteem, depression, domestic	-Individual and group counseling	- Weekly sessions -Biweekly sessions -Crises ; as needed

	violence and divorce. Other services provided are as follows: vision and hearing, immunization, physical evaluations, medication dispensing and 504 medical referrals.		
--	---	--	--

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We promote lifelong learning and the development of all staff. Many professional development opportunities are available to new and experienced teachers and teaching assistants (paraprofessionals). These activities are designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research-validated strategies; and help teachers meet their license and salary differentials. Some of these activities are school-based while others are Citywide and Network provided.

New teachers enter the teaching profession facing many challenges. We have a mentoring program that is aligned with the NYC Department of Education where the primary goal of effective mentoring is to put systems in place that acknowledge these challenges and simultaneously support new teachers to quickly develop their skills and expertise to become effective practitioners who have a positive impact on student achievement in their very first year of teaching.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
------------------------------------	------------	----------------------	-----------	---	---------------

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 type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input 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														To t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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 understanding of English. Strategies might include: repeated presentation, drill and review of key concepts, visual models, visual organizers, distraction free environments, peer mentoring, etc. Teachers of ELL-SWDs support these students' access to grade-level materials and academic content with the use of special education and ESL strategies, such as scaffolding.

7. As with all students with disabilities, the full continuum of special education services is considered for each student. Once the student is placed into the Least Restrictive Environment (LRE) that will meet his/her special needs, the special education teacher makes the modifications and accommodations needed to address disability related needs as well as English acquisition needs as described in #6 above. All curricular choices are based on the individual student's IEP and mandated amount of English instruction.

Courses Taught in Languages Other than English ⓘ

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

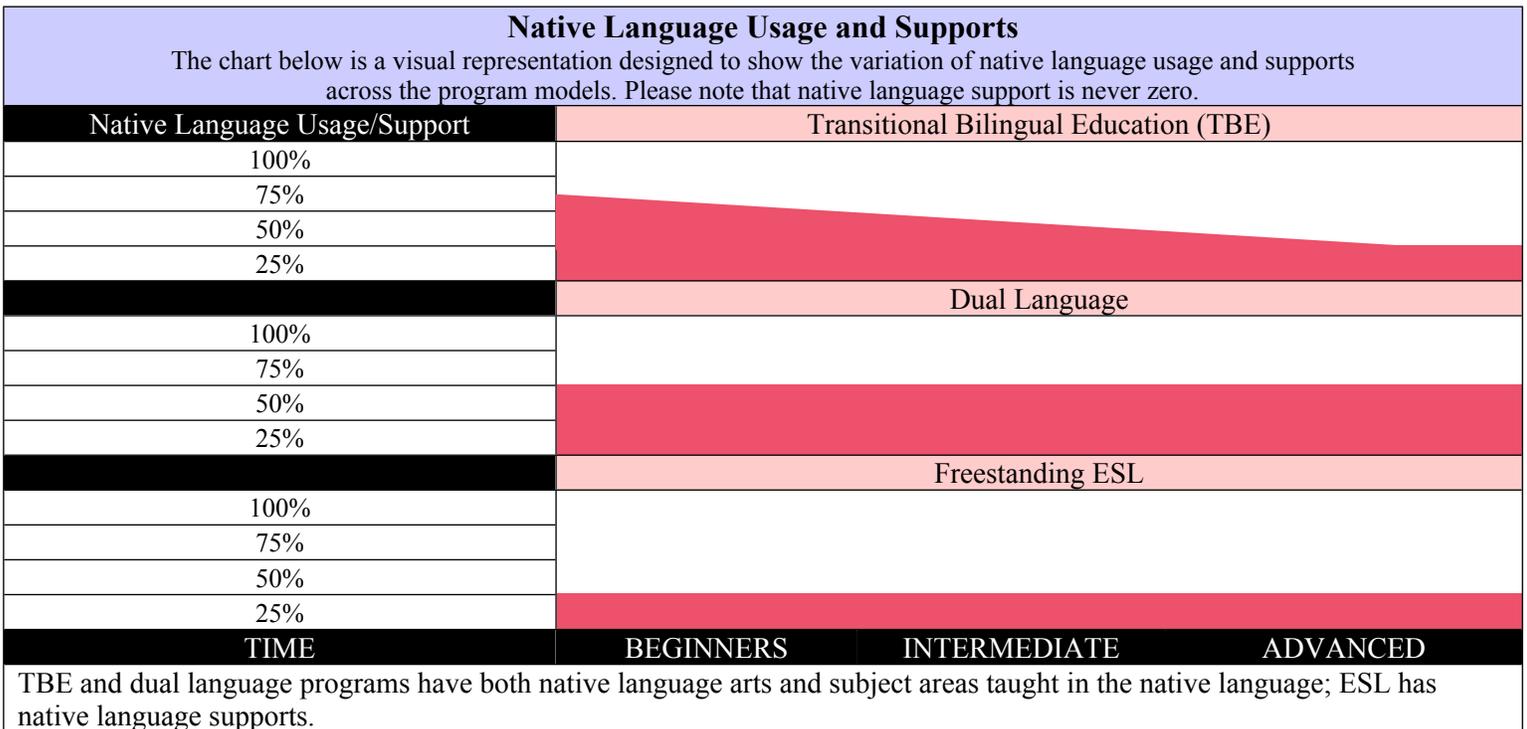
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

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



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 your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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.

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

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

16. We provide ESL instruction during summer school specifically for newly arrived ELLs, funded by Title III (summer), which helps them prepare for the upcoming school year.

17. N/A Language electives are not offered

C. Schools with Dual Language Programs

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

1. The DL program at C.S. uses a 50/50 model (English/Spanish). EPs and ELLs both learn using this model.

2. EPs and ELLs are fully integrated; however, teachers do differentiate instruction as needed and group students homogenously as well as heterogeneously, depending on what is most appropriate for the content area she/he is teaching or activity the students are engaging in. All content instruction is delivered in both languages, English and Spanish.

3. All content instruction is delivered in both languages, English and Spanish, equally, following a rollercoaster model schedule. Fifty percent of the instruction is in English and 50 percent in Spanish. The Dual Language classes are self-contained with one teacher delivering instruction in both languages using the rollercoaster model. Teachers alert students to the use of the different languages using various methods. For example, a notice is posted on the door with the language that is being used in the classroom and within the classroom the color blue is used for English and the color red for work in Spanish.

4. Our DL program uses a self-contained, rollercoaster model.

5. Both languages are taught simultaneously, using the rollercoaster model.

D. Professional Development and Support for School Staff

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

1. All school ELL personnel are required to attend at least 3 professional developments specifically for working with ELLs during the school year. These personnel are provided with the mandated 7.5 hours of ELL training to familiarize them with ESL methodologies and strategies. This training also enhances their appreciation for the students' native languages and cultures and the staff's ability to provide appropriate instructional and support services. The assistant principals, paraprofessionals and parent coordinator, as well as other staff, participate in training provided by the Department of Education's Office of English Language Learners. In addition, we have on-going in-house PD. Sign-in sheets, agendas, and copies of training handouts are retained for future reference.

2. School staff is provided with workshops and they work with the guidance counselors to assist students and parents with middle school visitations and the application processes. Staff from middle schools is invited to come and speak with students and staff about their schools and the middle school process.

3. All personnel who work with ELLs are constantly attending professional development provided by school coaches, assistant principals, Department of Education's Office of ELLs. This year, for example, many of the staff working with ELLs and the literacy coach has attended a two-day and three-day PD, respectively, on implementing Estrellita, a Spanish language phonics/literacy-building program.

E. Parental Involvement

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

1. There are many ways that parents are involved at C.S. 200. We have an active PTA. The school has hosted math night, science night, and family reading night for parents and families. Multilingual staff is always available at each of these events to help translate. Information about these nights is sent home to parents in their languages. Parent volunteers are available on these nights and at other meetings for translation services.

2. The Learn-It and IEP organizations provide after school instruction to our ELLs and other students and interact with and support parents. Further, they have bilingual staff members to help support parents with translation services.

3. Home Language Identification Surveys, oral interviews, parent orientations, and parent survey and program selection forms are all used to evaluate the needs of the parents. Our Parent coordinator, Mr. Fields, as well as the ESL Teachers, Ms. Herrera and Ms. Rubin, meet with the parents of newly enrolled students. Mr. Fields also organizes information for parents in multiple languages on the main floor bulletin boards.

4. Parents of ELLs attend a parent orientation when their child is first identified as an ELL. The parent coordinator, as well as teachers and staff, are available for any further questions and discussions after the initial orientation and to meet with parents to evaluate any needs they may have. The parent coordinator is introduced to parents when they first enroll their students and is available to assist parents with any questions or concerns. Translation is always available to parents.

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/ WRITING	B		4	3	5		3							
	I		2	6	4	4	5							

NYSESLAT Modality Analysis

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. 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 wider range of proficiencies, with the majority of the students in Beginning and Intermediate levels. On the other hand, the upper grades, Grades 4 and 5th, reveal that students are scoring at higher proficiency levels, since the majority are in Advanced, followed by Intermediate and a smaller number at Beginning levels. Most Beginning level students are newcomers in the lower grades. We receive fewer newcomers in the upper-grades.

3. Patterns across the NYSESLAT modalities reveal that overall and looking at all grades as a whole, students are largely scoring at Advanced and Proficient levels on the Listening & Speaking, and predominantly at Intermediate and Advanced levels on the Reading & Writing modalities on the NYSESLAT. This data reveals that our instruction must continue to target reading and writing; we can do this by continuing to provide students with meaningful opportunities to engage in reading and writing opportunities, including independent reading time, guided groups, visits to the library, hosting publishing parties, among other activities that will continue to develop our students in Reading and Writing.

4. Analysis for each program:

DL Program:

a. Patterns across proficiencies and grade levels show that students in the DL program are mostly scoring at Beginning and Intermediate levels in the NYSESLAT and Lab-R. Data also shows that those students that are scoring at the Advanced level are concentrated in the upper grades, more specifically, in the fourth grade. Data is currently limited to one grade level, fourth grade, since they were the only ones in testing grades during the 2010-2011 academic year. The data we do have of our fourth grade class reveals that students struggled in the ELA exam; students scored below grade levels (level 1s and 2s). On the other hand, students scored mostly at grade level (Level 3) on the Math State Exam, and we believe this is mostly due to the availability of the Math exam in the Spanish language.

b. Teachers are using results of the ELL Periodic Assessments to find the areas of weakness that need to be targeted for each student, as well as the areas of strength to build upon them.

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

TBE:

a-c. Limited data available, only classes in grades 1 and 2 are in place within this program. The NYSESLAT results that we currently have for these two classes show that they are mostly scoring at Beginning and Intermediate levels, with few of them in the Advanced levels.

ESL:

a. Patterns across grades show that students are scoring at levels Beginning to Advanced in almost equal proportions: 14 and 14 in Beginning and advances, with a slightly higher number, 16, scoring at Advanced levels. These students scoring at Advanced levels are generally concentrated in the higher grades, 3-5. Conversely, the lower grades are scoring at lower proficiency levels, Beginning and Intermediate. In terms of other state exams, such as the ELA and Math, our limited data (only grades 4 and 5 were in testing grades during 2010-2011 academic year) reveals that students are scoring at higher levels on the Math exam than in ELA. We cannot compare how students are performing on exams taken in English versus their native language, and vice-versa, given that the state has not made available the exams in the home languages that the majority of our students in ESL speak. From our observations, we have gathered that the few Spanish-speaking students that are in the ESL program have opted to take the exams in English, instead of Spanish, when available.

d. Teachers are using results of the ELL Periodic Assessments to find the areas of weakness that need to be targeted for each student, as well as the areas of strength to build upon them.

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

5. Dual Language Programs:

a. English Proficient students (EPs) are assessed the second language, in this case, Spanish, using the ELE and other on-going teacher-designed assessments. Teachers also use student work, running records, and student conferencing to assess EPs in Spanish. In addition, the Estrellita program, described above, has an assessment component.

b. English Proficient students in the Dual Language Program range in proficiency level in the second language (Spanish) from beginning to proficient.

c. Data is limited for upper grades because we only have a small number of students eligible for state assessments, such as the ELA and math exams, due to their grade level. The data shows mixed results with EPs scoring at and below grade level in ELA and math. Data for lower grades shows EPs mostly scoring at or above grade level as per the latest ECLAS-2 Kit (Spring 2011).

6. We evaluate the success of our programs through evidence of student work, cumulative student portfolios, teacher assessments and observations, and state assessments. Furthermore, we continuously set goals for our students and reflect upon our practices.

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: <u>James McCune Smith, CS 200</u>		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

School Name: James McCune Smith, CS 200

School DBN: 05M200

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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.

2012-13 Comprehensive Education Plan (CEP)

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: Sandra Litrico
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # 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. 85 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 begin will begin December 2012 and end February 2014. The instructional hours are from 3:30 PM to 5:30 PM, for 15 sessions, Monday's and Friday's to serve a total of 85 students. Two certified bilingual teachers along with certified Student With Discibilitied (SWD) bilingual teachers will provide instruction.

The Administrator of the program will create the curriculum for instruction, order and provide materials for the functioning of the program, reviewing student performance/achievement outcomes, and provide the data information to the classroom teacher. Also the administrator will provide professional development/training offerings for the program instructors.

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

Part C: Professional Development

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

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

CS 200 expects 20 parents to participate in the Saturday Title III program for ELL students. According to the NYSESLAT results, the English language proficiency levels are beginner, intermediate and advanced. The language of instruction will be in English. Two certified ESL Teachers will deliver instruction. The supplemental Saturday ELL program services students and their parents in literacy acquisition. Both parents and students will have the opportunity to speak, listen, write and read in English. They will utilize a web-based literacy program, the school library and Internet to research and collect facts about the Arts in New York City. This process will be followed by the actual field trip. This program will service parents and students in grades 3 through 5 from December 2012 to March 2014 from 9:00 AM to 12:00 PM on Saturday's for a total of 20 parents and 20 students, for 13 sessions.

The Administrator of the Saturday Academy will provide classes to parents to ensure the parent/school connection so that the parents can support their child/children in literacy acquisition. Also the administrator will provide training to the parents in regards to the technology program that will be used during the Saturday Academy.

Parents of ELL students will be invited via letter and follow up reminders telephone calls via our Telephone Message system. Our in house translator will provide literature in Spanish and French. Our Messenger system will leave phone messages in all of the languages represented in our class. (Spanish, French, etc.)

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,432

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	After school salaries: \$4,517.10	We will employ 3 teachers for 2 hours x 15 sessions @ a rate of \$50.19 per

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,432

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per session Per diem 	<p>Per session</p> <p>Administrator AP \$2,048.28</p> <p>Saturday Parent/Student Program</p> <p>Per Session \$3,914.82</p>	<p>hour.</p> <p>We will employ 1 Administrator for 3 hours x 13 sessions @ a rate of \$52.52 per hour.</p> <p>December 2012 to February 2014. We will provide a literacy and technology program for our ELL and Hispanic/Latino parents.</p> <p>We will employ 2 teachers for 3 hours x 13 three hour sessions @ a rate of \$50.19 per hour.</p> <p>December 2012 to March 2014.</p> <p>We will provide a literacy and technology cultural program for our ELL parents and students</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$952	Instructional supplemental materials
<p>Educational Software (Object Code 199)</p>		Achieve 3000 ELL population
<p>Travel</p>		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,432

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 2012 to February 2014. Time Period: December 2012 to January 2014.
TOTAL	\$11,432.00	