



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME: CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M615

PRINCIPAL: BRIAN ROSENBLOOM

EMAIL: BROSENB2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Brian Rosenbloom	*Principal or Designee	
Jan Scott	*UFT Chapter Leader or Designee	
Larry Thomas	*PA/PTA President or Designated Co-President	
Florence Howell	DC 37 Representative, if applicable	
Kareem Vidal Boubacar Bah	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tyrone Rawlinson	Member/Parent	
Leone John	Member/Parent	
Stacy Wiggins	Member/Parent	
Tonya Weary	Member/Teacher	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From 2011-2012 Quality Review:

“Deepen existing school structures to maximize opportunities for job embedded professional development and school-based leadership towards increasing adult capacity that improves teaching and learning.” (Page 5)

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader’s vision  2.4 School leader’s use of resources  
 2.3 Systems and structures for school development  2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers will participate in school-wide Instructional Round visits. All thirty two faculty members will engage at least once in one of eight iterations of Instructional Rounds as a means of improving teaching and learning in the school. Instructional Rounds is a process by which educators, specifically the teachers in our school, investigate what is happening with teaching and learning in our school. They do this by engaging in a pre-meeting (15 min) where they identify a focus for data collection, check-in meeting (10 min) where they determine what evidence each team member will look for, a 30 minute classroom visit, and then debriefing (45 min) and reflective conversation with teachers who were visited (30 min).

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.

Teachers will schedule, lead, and debrief the rounds. Administrative support includes coverage for class periods of teachers who are engaging in this activity, including professional development learning sessions with Heart of Change. Four sets of rounds will be implemented during SY2012\_13. Participating teachers will lead a session on the rounds and their learning during the Chancellor’s Conference Day on January 28, 2013. There will be a wrap up and celebration of learning at the end of the school year, June, 2013.

The school began implementation of this practice last year. Instructional rounds leaders were chosen from faculty members to schedule the rounds and guide the teachers through the process. Teachers received professional development in how to use precise, non-evaluative language as they note varying characteristics of the lessons they observe. This new, common language enables teachers to communicate effectively with their colleagues regarding instruction. During meetings with school administrators, teachers are able to articulate how their experiences through visiting and being visited have highlighted successful areas of their practice as well as areas that need improvement. Administrators work closely with teachers to give support as requested. The work of the school deepens with a strong

culture of instructional practice.

**Budget and resource 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       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_TL Blueprint

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funding is provided by TL Blueprint assistance. These funds are allowing us to complete the third year of a three year plan to continue supporting all staff. These activities are teacher lead with support from our staff developers.



**Budget and resource 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       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: CIE

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Mr. Richard D. Jones, International Center for Leadership in Education has been facilitating staff development at no cost to the school

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From the 2011-2012 Quality Review:

“Expand action planning through establishing interim goals and benchmarks for all plans so that the processes are transparent and inclusive in ways that lead to genuine ownership of goals by all faculty.” (Page 6)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

100% of teachers in all subject areas will continue to work with the ELA department to develop and integrate Writing Across the Curriculum (WAC).

The Mathematics and ELA departments have developed a data-based instrument for measuring student learning of the concept of a function and the argument mode of writing, respectively. There will be two cycles of administration, one for Fall and one for Spring. Each cycle consists of a baseline (formative), midline, and summative assessment.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation

The mathematics and ELA assessments are used at all grade levels. Mathematics and ELA teachers will work closely to make meaning of the results, developing and implementing support systems to improve student understanding of functions throughout all four years. Further testing at mid-term and end of term will point to effective as well as ineffective instructional methods for various sub-group populations.

Test development, data disaggregation and interpretation, data informed instructional choices, and debriefing will all be done during

weekly Mathematics and ELA department meetings. The Mathematics Department is concentrating on Functions, in particular, F1.4, 6, and 7. We expect to demonstrate at least a 60% increase in mastery of chosen CCLS from baseline to midterm assessments for all students. The school expects 70% of all students to show progress in understanding by the end of term one. Disaggregating for SWDs and ELLs, the numbers are 40% for baseline to midterm, and 60% for demonstrated progress on end of term assessments. The ELA department is concentrating on the Informational mode of Writing for Fall 2012, CCLS 2 a – f, with benchmarks relating to 2.c. The school expects 50% of all students to show progress from baseline to midterm, and 75% of all students to show progress in understanding by the end of term one. Disaggregating for SWDs and ELLs, the numbers are 40% for baseline to midterm, and 70% for demonstrated progress on end of term assessments.

**Budget and resource 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

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: TL Blueprint

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

This is done during weekly grade level meeting. We utilize our staff developer from Teaching Matters for WAC, mathematics and ELA assessments.

**GOAL AND ACTION PLAN#4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

The current administration referenced the school’s Progress Report from SY2007\_08. Student attendance for that year was 75.8%. This attendance rate was 12.1% away from the lowest attendance rate of the school’s peer horizon, and 12.9% away from the lowest attendance rate citywide.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Chelsea CTE High School will have an attendance rate of at least 86.5%

Chelsea CTE High School has gradually increased its attendance rate over time as follows:

SY	Percent
2009-10	81.67
2010-11	81.74
2011-12	85.71

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- Include United Way grant staff to increase chronic attendance problems
- Continued meetings of attendance committee that including the attendance teacher, guidance staff and administration.

- Increase staff awareness of school attendance percentage and suggest steps they can take to have positive effects on student attendance.
- Institute positive student reinforcements and rewards for student attendance.
- Implementation of Skedula for parents so they can obtain attendance information concerning their children
- Provide in-school intervention in the form of counseling from CBO, school support staff and attendance teacher.
- Increased quantity of home visits by attendance staff in Network.
- Outreach and follow-up to citywide agencies such as ACS

**Budget and resource 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       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Through our partnership with the Door we continue to receive support from the United Way. Funds are given to the Door and we provide space for three additional staff members to work on all aspects of attendance. Students are chosen based on their prior year's attendance.

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

From 2010-2011 Quality Review:

Ensure communications to families effectively share information relative to their children’s progress, including available supports and enrichment. (Page 5)

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

Increase parental communication via Skedula by 15%.

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Provide Skedula training on Parent Night

School supports parents with the creation of Skedula accounts

Students, parents, and teachers have access to Skedula, teachers frequently update Skedula so that student records are accurate

**Budget and resource 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 IA       Title IIA       Title III       Set Aside       Grants      X Other-describe here: TL Blueprint Assistance

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Skedula was purchased with Title one funding. Staff was paid at the contractual per-session rate using TL Blueprint Assistance funds.

**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	<p><b>Small group and individual instruction both before and after school.</b></p> <p><b>Push in support during classroom instruction for Ells.</b></p> <p><b>Individual instruction based on Acuity results showing areas of need.</b></p>		
Mathematics	<p><b>Small group and individual instruction both before and after school.</b></p> <p><b>Push in support during classroom instruction for Ells.</b></p> <p><b>Individual instruction based on Acuity results showing areas of need.</b></p>		
Science	<p><b>Small group and individual</b></p>		

	<p><b>instruction both before and after school.</b></p> <p><b>Push in support during classroom instruction for Ells.</b></p> <p><b>Smart board use in science classrooms in order to provide a visual component for new vocabulary and concepts.</b></p>		
Social Studies	<p><b>Small group and individual instruction both before and after school.</b></p> <p><b>Push in support during classroom instruction for Ells.</b></p>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p><b>Guidance Counselors provide individual and group counseling.</b></p> <p><b>Facilitation of classroom presentations.</b></p> <p><b>Referrals to the S.B.S.T.</b></p> <p><b>Referrals to Community Based Organizations.</b></p> <p><b>Facilitation of parent and student meetings.</b></p> <p><b>Facilitates the growth of</b></p>		

	<b>students by career exploration.</b> <b>Facilitates the growth of students by post-secondary exploration.</b>		
--	--	--	--

### **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.

All teachers at Chelsea CTE High School are highly qualified. They are assigned to teach in their content area of expertise. Guidance counselors meet with parents and students on a regular basis, including teachers in the conversation as needed. The administration maintains a professional atmosphere in the school.

The school supports teachers as follows:

Technical: Teachers have weekly support with new technical equipment and/or software. Examples include: using GoogleDrive to share documents, spreadsheets, forms, and PowerPoint; effective lesson planning for Smartboard, communicating with students and parents through Skedula, an online grading system.

Teaching and Learning: Instructional Rounds offer learning from colleagues. Grade level and department meetings offer opportunities for collaboration and planning.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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:

- Ensuring parents can effectively support and monitor their children's progress throughout the school year.
- Providing meaningful information regarding meetings, and all activities in languages that the families can readily understand.
- Provide technology support to foster a better understanding of their children's progress throughout the school year.
- Information and training shared with families to ensure parents become involved in planning and decision making in support and monitoring of their children's education.
- Providing a deeper understanding of all City, State and Federal regulations, standards and assessments.
- Developing a caring and nurturing partnership between home and school to ensure that parents can effectively support and monitor their children's progress.
- Provide opportunities for staff to engage in professional development that will assist **them in building stronger ties between parents and the school community.**

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

Provide parents with Metro cards for all PA meetings as well as workshops. This will be funded with Title I Parent Involvement funds.

- Chelsea will maintain an active Parent Coordinator dedicated to serve and support the needs of our community.
- Provide technology support to families and encourage its use to help monitor their children's attendance and progress.
- Provide parents with access to service providers that will provide at home tutoring services to students.
- Conduct parent workshops that include: Annual School Progress Report, Quality Review, Skedula and ARIS, and graduation requirements.
- Host the required Annual Title I Parent Meeting during the first PA meeting on September 22<sup>nd</sup> advising parents of their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118.
- All critical documents will be translated and translation services provided at all meetings and events.

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

- Providing progress reports throughout the school year to parents and students informing them of their progress.
- Hosting monthly events to encourage parental involvement in their children's education.
- Providing every student with daily school planners, calendars, and folders with written communication on all school activities and events.
- Providing students with the opportunities to attend college trips to support further educational opportunities beyond high school.
- Providing meaningful supportive SBO's that encourage deeper involvement by parents in their children's education.
- Encourage meaningful parent participation on the School Leadership Teams.
- Development of a monthly school newspaper with weekly e-blasts keeping families and students informed of all school activities.

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

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

**I. School Responsibilities**

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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 <b>Nancy Scala</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>615</b>
School Name <b>Chelsea Career and Technical High School</b>			

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

Principal <b>Brian Rosenbloom</b>	Assistant Principal <b>Margaret Glendis</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Christine Parks</b>	Guidance Counselor <b>Linda Lawrence</b>
Teacher/Subject Area <b>Nicki Gonias/ESL</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Jan Scott ELA</b>	Parent Coordinator <b>Carmin Damian</b>
Related Service Provider <b>David Segal</b>	Other <b>Robert Mitchell/AP</b>
Network Leader <b>Nancy Scala</b>	Other <b>type here</b>

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

### D. School Demographics

Total number of students in school	<b>470</b>	Total Number of ELLs	<b>29</b>	ELLs as share of total student population (%)	<b>6.17%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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. 

Students are identified by the pupil accounting secretary through the completion of the Home Language Identification Survey (HLIS) forms by the parents. When the secretary determines that the language code is a language other than English she immediately contacts the Assistant Principal in charge of the ESL department, who then contacts the ESL teacher to ask for her to review the HLIS. The Assistant Principal orally interviews the individual student in order to confirm the native language of the student (usually Spanish). When this process is complete, arrangements are made for the LAB-R to be administered. The ESL teacher administers the Long version of the LAB-R, which includes the Listening, Reading, Writing and Speaking sections. After the test is completed, the ESL teacher manually grades the LAB-R, utilizing the answer key provided and follow the LAB-R scale score in order to determine if the student's language proficiency level is at a Beginner, Intermediate, Advanced or Proficient level. If the student falls below proficient, the student is identified as an English Language Learner (ELL) needing ESL services. The student is placed in an appropriate free-standing ESL class according to their score on the LAB-R. The school's Parent Coordinator speaks with the family as explained below. In September, the Assistant Principal in charge of the ESL department meets with the two certified ESL teachers and school programmer to evaluate and analyze the NYSESLAT scores under Listening/Speaking and Reading/Writing of all the former ELLs and incoming ELLs. This is done in order to categorize and determine the level of proficiency each student are in English and place them accordingly to their perspective ESL class, which are aligned with Beginner, Intermediate or Advanced levels. Students who have tested Proficient in the NYSESLAT will continue to receive ESL service for one year through the ESL Push-In model.

In September the Assistant Principal in charge of the ESL department meets with the bilingual Parent Coordinator and discusses the process of informing newly arrived ELL's parents of their three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). In this meeting, the family receives an ELL parent package containin the following documents in English and in Spanish:

- a brief description of the three ELL programs (TBE, DL, ESL)
- Entitlement letter
- Program Selection form
- Parent Survey form

The Orientation is offered as needed throughout the school year. In September within the 10 days process the ESL teacher monitors the incoming newly arrived students and once a student is identified as an ELL by the ESL teacher she informs the Assistant Principal and the bilingual Parent Coordinator (Speaks English/Spanish), who then begin the outreach by calling the identified ELL parent to arrange an orientation session with the parents and provide the folder package and review each content in English or Spanish. The Assistant Principal and Parent Coordinator also shows the parents the video that was provided by the DOE, which explains in English or Spanish the three programs and the process that parents can take to ensure that their child receive the ELL support that they are entitled. Once the orientation video is completed time is provided for parents to ask question and complete the forms provided. At that point, the parents are asked to fill out and sign the parent survey form and the program selection form. The Assiatnt principal provided answers to the parents' questions and collect the necessary forms and make copies and keep a record of the form (the entitlement letter, parent survey, and the program selection) and they are filed in the Assistant principal's office. To date, all of our parents have requested for the Free Standing ESL program that Chelsea offers. However, the ESL teacher and the Assistant Principal are constantly monitoring the

parent survey and program selection to determine if we should open up a Transitional Bilingual Education Program. The ESL teacher and the Assistant Principal constantly monitors the parent program selection form and if the number of the TBE is 15 or more the school will take necessary measures and open a TBE program. The parents will be notified via phone call and or, letter mailed informing parents that Chelsea will open a TBE program in order to satisfied parents entitled program preference.

Currently we are offering free standing ESL program because that is where our parents are interested in placing their children.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>										16	9	3	1	29
<b>Total</b>	0	0	0	0	0	0	0	0	0	16	9	3	1	29

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	8	Special Education
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)
				15

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. [i](#)

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8			6			15			29
Total	8	0	0	6	0	0	15	0	0	29

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

**C. Home Language Breakdown and ELL Programs**

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	7	3		24
Chinese										1	1			2
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1		1	3
<b>TOTAL</b>	<b>0</b>	<b>16</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>29</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Due to the NCLB mandates Chelsea runs a Free Standing ESL program in order to assist and prepare the ELLs to meet the required State standards. This program uses both the Pull-Out and Push-in model, as well as collaborative team teaching. Each model addresses both informal and formal language acquisition through developing skills in listening, speaking, reading and writing. This includes hand-on activities, demonstrations, and a variety of visual aids that are used to increase and enhance content and language comprehension.

According to the Part 154 regulation our Free Standing ESL program consists of a schedule that provides all ELLs their mandated amount of ESL and ELA minutes. The students are grouped homogeneously by language proficiency level (Beginner, Intermediate and Advanced) and receive ESL through the use of the Pull-Out model (self-contained) for 66 minutes daily (330 minutes of ESL a week). There are two Pull-Out ESL classes, one for Beginners and the other for Intermediate. The beginner level class has 16 students and consists of a certified ESL teacher. The intermediate level class has 15 students and consists of a certified ESL teacher trained in QTEL. Both ESL teachers attend ELA department meetings on a weekly basis for the purpose of developing an ESL curriculum that contains literacy content imbedded with ESL strategies. This approach is taken in order to maximize the Literacy content, as well as language acquisition support to better prepare our ELLs for the NYSESLAT and ELA state exams. The ELL students with an English proficiency level of Advanced or Proficient (2 years of service only) receives 66 minutes of ELA daily (330 minutes of ELA a week) by a certified ELA teacher. Advanced ELLs receive their ESL through the use of the Co-Teaching model in Social Studies along with the intermediate and beginner ELLs. The certified ESL teacher and the certified Social Studies content teacher Co-Teach in Social Studies for 60 minutes daily (300 minutes of ESL a week). Both teachers work collaboratively in creating lesson plans and delivery of instruction in order to adapt the content-area lesson according to the language level and learning abilities of all the ELLs. ESL strategies include a number of scaffolding approaches such as modeling, bridging and contextualization through Balanced Literacy. As in Balanced Literacy students will engage in independent reading and writing, read-aloud and shared reading. Students work in cooperative groups and the use of word walls that includes vocabulary and usage are implemented during the delivery of instruction. ELL Students are provided with word-to word translation dictionaries (Spanish/English). ELLs are able to do research, write reports and do oral presentations and work in teams for oral presentations based on their language abilities.

The delivery of instruction for ELLs in Science and Mathematics is done by the teachers utilizing materials that are modified for the ELL students in addition to appropriate scaffolding strategies such as visuals, articles, manipulatives, hands-on activities, graphic organizers, word wall, and word-to-word translated dictionaries. These materials are made available for the Science, Math and Social Studies teachers in order to ensure that all the ELLs are provided various approaches in learning the content area as well as supporting the language acquisition. Fortunately, we have a bilingual Paraprofessional and they follow their class with ELLs and provide language support for the

## A. Programming and Scheduling Information

ELLs that are in need in Science, Math and Social Studies.

Chelsea’s instructional plan for SIFE, Long Term ELLs, and students with disabilities is a content-based literacy approach in which accelerating the English acquisition as well as the academic development through the use of the content-area texts such as the social studies textbook, a science article, a math conceptual word problem. Also, the ESL and content-area teachers implements expository texts such as an historical analysis essay, a lab report, and an explanation on how a problem is solved in math. Teachers provide explicit instruction in language and literacy skills such as vocabulary activities that focuses on context, which provide meaningful purposes for reading and writing. This content-based approach anchors instruction in the literacy demands facing SIFE students, rather than learning the basic reading skills. Teachers evaluate the targeted students' needs relative to content knowledge and to content specific language and literacy demands. Teachers also plan their lesson with awareness of the content knowledge and concepts that students need to know based on grade level content standards. For instance, in respect for literacy a SIFE student may lack the skill of scanning the textbook chapter for key terms and in respect to the language a SIFE student may lack the vocabulary for the key concepts or lack the understanding of a particular sentence structure to explain a process. The ESL teachers and the content-area teachers have additional materials in order to create a content-based literacy approach such as content classroom library(English/Spanish), the Oxford content-based picture dictionaries, and high interest/low level books. Smartboard and laptops are also utilized in the content-area classes in order to create high interest for the targeted ELLs and develop the English language through creating interactive content-based lessons and visual presentations (i.e, powerpoint) as additional support for content comprehension.

All classes are taught in English however, students are provided translated edition of the textbook in math, social studies and science as well as content-based classroom library in English and Spanish. With the exception of ELA, students are provided translated copies of all state and city testing materials. In addition, bilingual paraprofessionals provide language support throughout the day in the content-area classes.

### 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	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

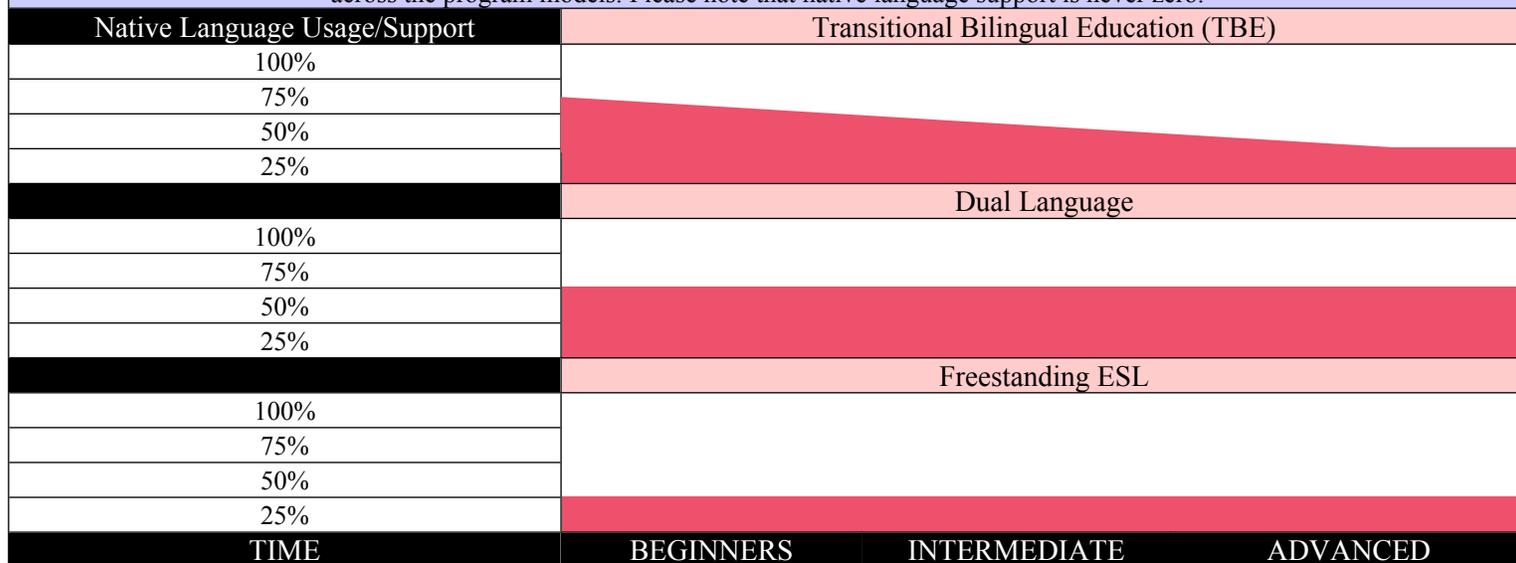
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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?

The school has dedicated a large amount of financial resources to provide intervention opportunities throughout the day for the ELL population. Specifically, students attend ESL class for sixty-six minutes a day (total of 330 minutes a week). In addition, a licensed ESL teacher co-teachers the Social Studies class in order to infuse ESL strategies for a total of sixty minutes a day (300 total minutes a week). Finally, the ELL students receive an Academic Enrichment period once a day for sixty minutes (300 total minutes a week) which is taught by a certified ESL teacher to further support language acquisition and fluency in both reading and writing.

All Targeted ELLs will be offered admission to the Chelsea's After-School or Saturday program where teachers meet with students in small group environments utilizing strategies supporting their academic classes and regent exams. The instructional goal of this after school and Saturday Academy is to improve Reading and Writing skills and help them prepare for the English Language Arts and NYSESLAT assessments.

### **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)?

The students will have access to the SmartBoard and laptops in order to access the technological literacy and math program in both English and Spanish. Computer-based instruction helps students master mathematics content using computer animation and real-world problems, which maintain interest and motivation.

In addition, we will target 2 students who have been in the country for less than 3 years and be part of the Newly Arrived ELLs after school program. The certified ESL teacher will provide these students with additional ESL support utilizing texts materials such as Making Connection (Beginner Level), content base Oxford Picture Dictionary and the Longman Dictionary for ELLs. These materials will assist the ESL teacher to help them improve their listening, speaking, reading and writing skills in English. In addition, the ESL teacher will implement the Destination Reading web-base literacy program, which also provides students with leveled based reading materials and focuses on basic reading comprehension skills in order to build mastery in reading for ELL, SWD, struggling readers, and on-level readers.

When it comes to scheduling students for school programs (either specialized or general) the only criteria weighed is that of being an active full time student. However, at the inception of any program offered by the school equal amounts of slots are designated for each subgroup. Advertisement and recruitment is done in the common areas of the school ensuring all students equal access to the information. It is only after the recruitment period has ended that a particular subgroup may end up with an extra amount of slots because of a lack of interest by members of a particular subgroup.

The after school services offered to ELLs in our building are in a small group of no more than 8 students at a time that focuses on reading, writing and math tutoring. This program meets on Tuesday, Wednesday, Thursday and Friday from 3:20pm-4:05 pm.

ESL teachers have at their disposal SmartBoards, mobile laptop carts both Mac and PC, interactive clickers, ipads, desktop computers in all classrooms, and a four computer labs.

All classes are taught in English however, students are provided with translated version of the textbook in math, science, and social studies as well as content-based classroom library. With the exception of ELA students are provided with translated versions of state and city test materials. In addition, bilingual paraprofessionals provide language support throughout the day in content-area classes.

When purchasing materials the school seeks out and only purchases materials that are both age and instructionally appropriate.

The school conducted a student/parent orientation in August in order to welcome and familiarize the newly arrived and/or first time enrolled in an NYC school. The goal of the orientation was to inform students and parents of all the programs and opportunities that the school offers (during school, after school and Saturday intervention programs previously mentioned in this narrative).

#### **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.

Our ESL teachers are encouraged to attend professional development seminars in order to remain current concerning effective instructional methodologies for ELLs. All grade level teachers meet on a weekly basis to discuss effective literacy strategies for students in general and ELLs in particular. Additionally, the ninth grade team discusses transitional difficulties students may have with the ninth grade guidance counselor during these meetings.

#### **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?

Parents of students that are identified as eligible for services work closely with the parent coordinator. She is the main point of contact between the parents and the school. Teachers confer regularly with the Parent Coordinator who then informs the family of student progress. Families are given access to Pupil Path, an online progress reporting tool. We help families learn to use the platform to track their child's progress, showing them how to open an email account and use the Internet. The Parent Coordinator also assesses the need of the family in terms of Supplemental Educational Services for the student. She encourages the family to take advantage of these services.

The school's focus on Writing Across the Curriculum was introduced to families new to the school during freshmen orientation. Students will be encouraged to develop SMART goals for their own progress after the baseline assessment at the beginning of the school year. Student progress will be communicated to families during parent-teacher conferences and by value added letters (including student progress towards their own goals) after the mid-year and June analysis has been completed.

## **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)										1				1
Intermediate(I)										7	6	1		14
Advanced (A)										8	3	2	1	14
Total	0	0	0	0	0	0	0	0	0	16	9	3	1	29

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Integrated Algebra	12		8	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	5		2	
Living Environment	4		3	
Physics				
Global History and Geography	7		4	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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.

NYSESLAT modalities show that students score higher in listening and speaking modalities than they do in reading and writing. The school has implemented a Writing Across the Curriculum initiative for all grade level at our weekly grade-level team meetings. Working with our professional development team and the Assistant Principal for Humanities, the ELA instructor for each particular grade level facilitates the team meetings and works with teachers to implement the writing strategy in their classrooms. Following a Looking at Student Work protocol, teachers analyze the effectiveness of each of the strategies—making predictions, cause and effect writing, quick writes--for student subgroups including ELLs.

### 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

<b>School Name:</b> <u>Chelsea Career and Technical</u>		<b>School DBN:</b> <u>M615</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brian Rosenbloom	Principal		1/1/01
Margaret Glendis	Assistant Principal		1/1/01
Carmin Damian	Parent Coordinator		1/1/01
Christine Parks	ESL Teacher		1/1/01
Stacy Wiggins	Parent		1/1/01

**School Name: Chelsea Career and Technical**

**School DBN: M615**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jan Scott	Teacher/Subject Area		1/1/01
Claudine Narine	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
David Segal	Guidance Counselor		1/1/01
Nancy Scala	Network Leader		1/1/01
Robert Mitchell	Other <u>Assistant Principal</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 2M615      **School Name:** Chelsea High School

**Cluster:** \_\_\_\_\_      **Network:** CFN 107

**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.

Within the first month of school, we reviewed ATS and blue emergency card contact information to determine which students came from non-English speaking homes. We conducted interviews with students concerning their home language and any translation services parents or guardians might need. Response letters and forms were sent home to assess for limited English speaking parents.

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.

For many families, Spanish is the primary language spoken at home. All of these parents receive notifications in English and Spanish, although most are fluent in both languages. These results were shared at a SLT meeting that included representatives from the Parents Association. Results were also shared at a staff meeting in the beginning of the school year.

## 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.

Bilingual personnel on staff as pedagogues, student/family support personnel, paraprofessionals, and members of the School Leadership Team address these needs with translation services in writing for communication sent or mailed home and for literatures available about the school at school functions. At Parent Association meetings, parents may also volunteer to translate and facilitate small group discussions for parents who are limited in their ability to speak English. Parents are informed in writing of the availability of translators and of their right to use an adult friend or family member to provide translation.

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.

Professional and paraprofessional staff also translates at school meetings, Parents' Association meetings, and for parent-teacher conferences when necessary. Signage in the building is in both English and Spanish, including the names of key personnel who can assist non-English speaking parents in addressing needs at school.

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>.

As mentioned above, all parents whose primary language is other than English receive all school notices in both their primary language and English. This includes notification on parental rights regarding translation and how to obtain translation services in the school. There are signs in the entrance way and in the main office reminding parents of these rights as well. Addressing language barriers will also be part of the 2011/12 school safety plan, ensuring that parents with limited English communication skills can access administrative and other key school personnel. Parents will also be made aware of the Office of Translation and other resources within the Department of Education.

## 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Chelsea CTE High School	DBN: 02M615
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 18
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### 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: In addition to content topics, the school endeavors to include instructional support for current events. Students require support in order to be well informed about the world they live in, and have exposure to language sources other than school books. The school ordered Scholastic Magazine at appropriate reading levels for our ELLs. The teacher works with the students to read the articles and complete the activities in the magazine. Most articles include current events. There is also a role-playing narrative where students read aloud. The teacher works with the students for read-aloud using techniques from "Words Their Way" curriculum. This study groups supports all grade levels. It takes place after school Tuesday, Wednesday and Thursday for one hour each day. The program began in September 2012 and will continue through June 2013. The language of instruction is English.

### 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: During focus group meetings conducted in May 2012 by our professional development team; the teachers of all content areas at Chelsea identified the need to improve our students' writing skills as essential if we are to help our students succeed in their high school classes as well as in college and career. To that end, the Assistant Principal of Humanities, working along with the members of the ELA Department and two professional development organizations, created a Writing Across the Curriculum program implemented at our weekly grade-level team meetings during the 2012-2013 school year. The program is aligned with the NYCDOE Instructional Expectations focus standards and the Common Core Learning Standards for each content area. ELL student writing is assessed as part of the school's internal ELA writing assessment program. Questions teachers answer include:

- What strengths and weaknesses do my students have as writers?
- How should my instruction be modified based on the writing samples?
- What strategies should I offer my students to improve their writing?

Our certified ESL teacher and all English teachers who work with ELLs participate in an ELA study group in which they analyze student data, share and discuss instruction strategies, methodology, and student progress. The group meets every week in order to support students and accelerate their development of academic English and literacy skills to ensure their success in all subjects, the NYSESLAT exam and

### Part C: Professional Development

Regents exams.

In particular, ELLs data is studied as a separate subgroup. An inquiry process addressing the particular instructional needs of ELLs is implemented and data is gathered in the form of baseline, midterm, and final assessments on a twice yearly cycle. Teachers use information and techniques from "The Collective Analysis of Student Work", by Georgia Langer (ASCD).

The program is ongoing through the year. Heart of Change and Teacher Matters professional developers work with teachers to organize and interpret data, implement effective instructional methodologies, and plan future assessments using "The Data Coach's Guide to Improving Learning for All Students", Love et.al.

### 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:

Chelsea ELL families are encouraged to attend after school meetings to raise awareness of post-secondary options for ELL students. These meetings are conducted in Spanish. The Guidance Counselor for juniors and seniors is also present to answer any questions the families may have. The school has had one meeting in September and is planning two more for the Spring term. The first meeting was held from 6 - 8 PM on September 27, 2012. Topics covered included passing the NYSESLAT exam, SAT testing, preparing for the college selection process, and financial aid.

Student achievement increases when their parents and families become actively involved in their education. To that end, Chelsea has implemented the use of SKEDULA, an online grading and communication tool for both students and their families. Parents of ELLs are given direct access to computers during Parent Teacher conferences with a teacher who speaks Spanish to assist them with opening email accounts and accessing SKEDULA. They are encouraged to log on to the site on a regular basis in order to receive information about their child's performance in school. SKEDULA also allows for parent/school contact via email. Guidance counselors and teachers use it to communicate with groups of families or individual families concerning student activities and individual student progress at the school

### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		