

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: JAMES McCUNE SMITH COMMUNITY SCHOOL 200
DBN (i.e. 01M001): 05M200
Principal: RENEE Y. BELTON
Principal Email: RBELTON2@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: CHRISTOPHER GROLL

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Renée Y. Belton	*Principal or Designee	
Shkigale Baker	*UFT Chapter Leader or Designee	
Tinya Smith-Campbell	*PA/PTA President or Designated Co-President	
Delores Wood	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
James Wright (YMCA)	CBO Representative, if applicable	
Cynthia Frazier	Member/ Teacher	
Janet Stewart	Member/ Teacher	
Diedra Harrison	Member/ Title I	
Tarsha McClary	Member/ Parent	
Cynthia Russell	Member/ Parent, Chair Person	
Deborah Williams	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 85% of teachers will improve the quality of their questions/prompts (Danielson 3b Questioning & Discussion) as measured by lesson plan, informal and/or formal observations, instructional walkthroughs, and meaningful classroom discussions.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on the most recent 2013 – 2014 Quality Review Report, our school received a “Developing” on QR indicator 1.2. The report stated the following: *Teachers are beginning to employ open-ended questions to spark discussions and students in some classrooms are questioning each other’s assumption and ideas... However, this is not consistent across grades and classes.*

Informed by Capacity Framework Element – Rigorous Instruction and per our most recent QR, there is a need to improve students’ ability to engage in classroom tasks and discussion that give them the chance to support their views with evidence, change their minds, and use questions as a way to deepen their understanding of content through thought and reflection.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 130 minute weekly mandated time on Monday’s will be used for Professional Development (PD) for both the new ELA and Math curriculum and Data analysis with internal and external staff developers.
2. The schedule will provide teachers with daily common planning time in order to align the new curriculum and receive professional development in the new curriculum.
3. Lead teachers on each grade will attend PD provided by Network 406 and CS 200 coaches will turn-key to grade team members during grade team meetings.
4. Our literacy and math coaches will provide curriculum after school and Saturday clinics and Professional literature clubs to ensure effective development rigor. (Blooms & Webb’s DOK Realizing Rigor in the Mathematics Classroom & Rigor Is Not a Four Letter Word)

B. Key personnel and other resources used to implement each strategy/activity

1. Supervisors and Coaches of CS 200.
2. Supervisors and Coaches of CS 200.
3. Grade Lead teachers, Network 406 coaches, CS 200 ELA and Math coaches, and Supervisors.
4. Math coach, literacy coach, and all grade leader teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Informal walkthroughs
2. Weekly grade meetings
3. Classroom inter visitations
4. Informal and Formal observations and feedback

D. Timeline for implementation and completion including start and end dates

1. September 2014 to February 2015, February 2015 to June 2015
2. September 2014 to February 2015, February 2015 to June 2015
3. September 2014 to February 2015, February 2015 to June 2015
4. September 2014 to February 2015, February 2015 to June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost associated with this activity
2. Weekly Monday Professional Learning Sessions allow principal, assistant principals, and coaches to hold professional development
3. Per Diem rate for six teachers for coverage of six periods monthly
4. Per Diem rate for two coaches bi monthly

Strategies to Increase Parental Involvement

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).

1. No cost associated with this activity
2. Coaches and ELL Coordinator will hold workshops for parents to introduce them to curriculum content and offer strategies to extend discussions and therefore student learning at home.
3. Per Diem rate for six teachers for coverage of six periods monthly
4. Per Diem rate for eight teachers and two coaches weekly

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Title I and Fair Student Funding (FSF)

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, 100% of all teachers will receive professional development (PD) in regards to improvement in the delivery of instruction as it pertains to Components 3c and 3d utilizing the Ready Gen and Go Math curriculum. This PD will impact the student achievement of the lowest third as per the New York State ELA and Math exams. As it pertains to the lowest third, 18%-20% of these students will show growth from a level 1 to level 2. Also the PD will improve 80% of teacher's effectiveness by an improvement in ratings of Developing to Effective.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Questioning, Discussion, and formative assessments during instruction are essential strategies that teachers need in order to improve student achievement. Teachers will continue to receive professional development in components 3b, 3c, and 3d in order to teach effectively. The PD will be aligned with ELA and Math curriculums and the Common Core Standards to provide teachers with the necessary skills to improve instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 130 minute weekly mandated time on Monday's will be used for Professional Development (PD) for Components 3b, 3c, 3d, and Data analysis with internal and external staff developers.
2. The schedule will provide teachers with weekly common planning time in order to modify the curriculum and its Performance Based Assessment (PBA's).
3. Lead teachers on each grade will attend PD provided by Network 406, UFT Teacher, and CS 200 coaches. They will turn-key to grade team members during grade team meetings.
4. Our literacy and math coaches will continue to provide curriculum after school and Saturday clinics to ensure effective development in the Ready Gen and Go Math curriculum.

B. Key personnel and other resources used to implement each strategy/activity

1. Supervisors and Coaches of CS 200.
2. Principal and Assistant Principal.
3. Lead teachers, ELL Teacher, Special Education Coach, Network 406 coaches, CS 200 ELA and Math coaches, Assistant Principals, Principal.
4. Math coach, literacy coach, and all grade leader teachers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Informal walkthroughs
2. Weekly grade meetings
3. Classroom and School inter visitations
4. Informal and Formal observations and feedback

D. Timeline for implementation and completion including start and end dates

1. September 2014 to February 2015, February 2015 to June 2015
2. September 2014 to February 2015, February 2015 to June 2015
3. September 2014 to February 2015, February 2015 to June 2015
4. September 2014 to February 2015, February 2015 to June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost associated with this activity
2. Weekly Monday Professional Learning Sessions allow principal, assistant principals, and coaches to hold professional development
3. Per Diem rate for six teachers for coverage of six periods monthly
4. Per Diem rate for eight teachers and two coaches weekly

Strategies to Increase Parental Involvement

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).

Parent coordinator co host the Fall Open House for the Ready Gen and Go math Curriculum

The literacy and math coach provides curriculum classes for parent to support their children with the Ready Gen and Go Math curriculum

The parent coordinator publishes Monthly calendars for parents to inform them of current school activities

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2015, at least 25% of all Pre K through 5th grade parents will participate in school programs for a minimum of once per month.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 CS 200 has expanded our Pre K classes from two to five. We have a new Pre K Curriculum and we are continuing to use the two new curriculums for grades K to five. In order to support parents with the new curriculum and common core standards, there is a need to provide additional support to meet the new standards to families. Research shows that parental support assists in student achievement, especially for the families of our students with disabilities (SWD) and ELL's.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Saturday ELL academy for families of ELL students
 2. SWD parent academic tutorial class which cover topics such as mathematics, phonemic awareness and ESL strategies
 3. Parent coordinator and literacy coach host Parent Family Reading night
 4. Multicultural Celebration Luncheon
- B. Key personnel and other resources used to implement each strategy/activity**
1. School literacy and math coaches
 2. Pedagogues: ESL Teacher
 3. Parent coordinator and Assistant Principals
 4. School Staff: Teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Accelerated reading, STAR Testing
 2. Parent Surveys
 3. Student Work Products
 4. Participation
- D. Timeline for implementation and completion including start and end dates**
1. October 2014 to June 2015
 2. October 2014 to June 2015
 3. October 2014 to June 2015
 4. October 2014 to June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per session rate times three teachers times five months
 2. Per session rate times three teachers times five months
 3. No cost associated with this activity
 4. No cost associated with this activity

Strategies to Increase Parental Involvement

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).
 In addition to the strategies in section A, we will also partner with the YMCA to develop an academic academy and ESL classes for the parents of our ELL students

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #4

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

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

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).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Literacy for Life, Spaulding, Imagine Learning, and Renaissance Reading	Small group, one to one	After school, before and during the school day and Saturday
Mathematics	Go Math Tier III intervention program	Small group, one to one	After school, before and during the school day and Saturday
Science	Science Weekly Lab Lessons and Science Club	Small Group and Whole Class	After School and During School
Social Studies	Journalism and International Club	Small Group	After School and during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mediation groups, peer to peer mediation, counseling, bullying prevention programs.	Individual and small group, one to one, and class sessions	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Ongoing professional development for all pedagogues and administration during school, after school, lunch and learn clinics. These professional development activities will all focus on teacher effectiveness to improve instruction so that students will meet Common Core State Standards.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We will use funds to support our STH. We will also use our FSF to fund our afterschool and Saturday academic programs for STH and ELL students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

We have five full time Pre k classes. We use comprehensive thematic literacy and math programs to prepare them for kindergarten. CS 200 will utilize The New York State Prekindergarten Foundation for the Common Core. This carefully developed early learning expectation is linked to K-12 standards. This framework focuses on the learning and development of the whole child. The Pre K Common Core has established early learning standards – what children should know and be able to do before kindergarten entry. The New York State Prekindergarten Foundation for the Common Core is organized into five broad developmental and interrelated domains: Approaches to Learning; Physical Development and Health; Social and Emotional Development, Communication, Language, and Literacy; and Cognition and Knowledge of the World.

CS 200 will conduct parent workshops with topics that may include: parenting skills, social and emotional development, understanding educational accountability grade-level curriculum and assessment expectations; literacy, ESL classes, and accessing community and support services; and technology training to build parents' capacity to help their children at home. We will also host a Kindergarten open house for perspective students.

Measures to Include Teachers in Decisions Regarding Assessments

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

CS 200's Professional development committee meets monthly. This committee consists of administrators, coaches, a general education teacher, and students with special needs teacher, an ESL specialist and early childhood specialist. Our teacher

teams meet daily to look at student work in order to make gap analysis, curriculum unit adjustments, and modify assessments. Our Pre K Administrative Coach supports our Pre K teachers with Professional Development in regards to assessing Pre K students and data analysis.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 05M200

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$300,965.94	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$238,482.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,741,815.00	X	See action plan

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: James McCune Smith, CS200	DBN: 05M200
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 52
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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:

Our after-school and Saturday program is designed to help students in the identified components of literacy (reading and writing) through social studies and science. Approximately 50 ELL students on grades 2 through 5 will receive individualized instruction for writing and reading comprehension in the content areas, aligned with the Common Core Standards. The program will improve students' English language arts skills through differentiated instruction and strategies. ELL students will develop the ability to listen, speak, read, and write in English. English will be the language of instruction, with the students' native languages used for support where possible. According to the NYSESLAT results, the English language proficiency levels are beginner, intermediate, and advanced. The program will begin December 2014 and end March 2015 and again from December 2015 through March 2016. The instructional hours are from 2:30 PM to 4:30 PM, Wednesdays and Fridays for a total of 28 sessions. Two certified ESL/bilingual teachers will provide instruction.

The curriculum of the Saturday program is consistent with the after school program. The instructional hours are from 8:30 to 12:30 pm on Saturdays for a total of 14 sessions. The program will run from December 2014 through March 2015 and again from December 2015 through March 2016. Two certified ESL/bilingual teachers will provided instruction.

The administrator of the program will create the curriculum for instruction, order and provide materials for the functioning of the program, review student performance/achievement outcomes, and provide the data information to the classroom teacher. Also, the administrator will provide professional development/training offerings to the program instructors. The administrator's participation in the Saturday Academy will be at no cost to the program.

The program will use a web-based reading program, Imagine Learning, to support students principally in the areas of identified deficiencies for many of our students. It will also help them in developing academic vocabulary. This program includes the use of strategic first language support. It does not only develop second language acquisition, but also strengthens the primary language of the students. Students will receive instruction in the four skill areas of listening, speaking, reading, and writing.

We will use both formal and informal assessment tools provided by the Imagine Learning program,

Part B: Direct Instruction Supplemental Program Information

along with informal/teacher designed assessment tools. Frequent observations and conferences with the students will also play an important part of assessment. Individual conferences and small group activities with the students will provide continuous assessment that will determine the growth and deficiencies of each student. In this way, the teachers will closely monitor each student and meet their individual needs.

The school will be using other funding sources to complement the cost of the program.

Part C: Professional Development

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

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

Begin description here:

The Learning Support Organization (CLSO) will provide Professional Development for our teachers who service ELL students, including bilingual teachers and ESL teachers. Teachers will also receive professional development from the ESL supervisor and the ESL coordinator. In addition, teachers will receive Professional Development from Imagine Learning in regards to this web-based program and how teachers can use the program to support our ELLs.

Session: Changes for 2014-2015, Identification with the NYSITELL exam

Date: September Time: 1 hour x 1 session

Participants: ESL, Bilingual, and Dual Language Teachers (8 teachers)

Provided by: ESL Supervisor, ESL Coordinator, both ESL certified

Session: Language Allocation Policy and Scheduling, Analyzing ELL data

Dates: September, November Time: 1 hour x 2 sessions

Participants: ESL, Bilingual, and Dual Language Teachers (8 teachers)

Provided by: ESL Supervisor, ESL Coordinator, both ESL certified

Session: Imagine Learning, Addressing the needs of ELLs in the areas of language development and literacy

Date: October Time: 3 hours x 1 session

Participants: ESL Supervisor; ESL teacher; Bilingual and Dual Language Teachers on grades 2-5; 5th grade general education and special education teachers; 3rd and 4th grade special education teachers; Math Coach (14 teachers)

Provided by: Alejandro Rovira, Educational Support Consultant, Imagine Learning

Session: Instructional Needs of ELLs in the Four Modalities

Date: November, December Time: 1 1/2 hours x 2 sessions

Participants: teachers, including bilingual and dual language teachers; SETTS teacher (26 teachers)

Part C: Professional Development

Provided by: ESL Supervisor, ESL Coordinator, both ESL certified

Session: Instructional Strategies - Teaching Math to ELLs

Date: January Time: 1 1/2 hours x 1 session

Participats: teachers, including bilingual and dual language teachers; SETTS teacher (26 teachers)

Provided by: ESL Supervisor, ESL Coordinator, both ESL certified

Session: Instructional Strategies for ELLs

Date: February Time: 1 1/2 hours x 1 session

Participants: teachers, including bilingual and dual language teaches; SETTS teacher (26 teachers)

Provided by: ESL Supervisor, ESL Coordinator, both ESL certified

Additional professional development sessions are scheduled to be provided on the following dates by the LSO: Nov. 4, Dec. 10, Jan. 7, Feb. 11, March 11, and June 4.

Provided by: Judy Zaragoza Maher, LSO

The school will be using other funding sources to complement the cost of the Title III PD activities.

Part D: Parental Engagement Activities

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

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

Begin description here:

CS 200 expects 20 or more parents to participate in the Saturday Title III program for ELL students to ensure the parent/school connection. The Saturday Academy will provide classes to parents so that the parents can support their child/children in literacy acquisition. Instruction will be provided to parents through a partnership with the YMCA. Parents will have the opportunity to speak, listen, read and write in English. This program will service approximately 20 parents of students in grades 2 through 5 from December 2014 to March 2015, and again from December 2015 to March 2016, from 8:00 AM to 1:00 PM on Saturdays for a total of 14 sessions during each school year.

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

The school will be using other funding sources to complement the cost of the Saturday program for parents.

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 05	Borough Manhattan	School Number 200
School Name James McCune Smith CS 200		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Renee Y. Belton	Assistant Principal Charles Anuolam
Coach Maria Saddler	Coach Zelvena Cummings
ESL Teacher Abigail Rubin	Guidance Counselor Trista Stewart
Teacher/Subject Area Soledad Cunillera/math,ELA,S.S	Parent Tarsha McClary
Teacher/Subject Area Belkis Martinez/math,ELA,S.S.	Parent Coordinator Garry Fields
Related Service Provider Carrie Satchell	Other Michelle Peck, AP
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	511	Total number of ELLs	69	ELLs as share of total student population (%)	13.50%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	69	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	26
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	22	0	16	0	0	0	0	0	0	22
Dual Language	20	0	1	3	0	1	0	0	0	23
ESL	17	0	3	7	0	5	0	0	0	24

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	59	0	20	10	0	6	0	0	0	69
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	5	4	6	7									22
SELECT ONE														0
SELECT ONE														0
TOTAL	0	5	4	6	7	0	0	0	0	0	0	0	0	22

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	3	11	3	8	6	3	3	3	2	8	6	5							23	38
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	3	11	3	8	6	3	3	3	2	8	6	5	0	0	0	0	0	0	23	38

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section 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: 9 Asian: 0 Hispanic/Latino: 28
 Native American: 0 White (Non-Hispanic/Latino): 1 Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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	3	4	5	2	3								18
Intermediate(I)	5	6	7	9	4	0								31
Advanced (A)	4	5	5	6	5	9								34
Total	10	14	16	20	11	12	0	0	0	0	0	0	0	83

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	21	0	0	0	!Und
4	11	2	0	0	
5	7	4	0	0	
6					
7					
8					
NYSAA Bilingual (SWD)				2	

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	17	0	3	0	1	0	0	0	
4	9	1	3	0	0	0	0	0	
5	10	1	0	0	0	0	0	0	
6									
7									
8									
NYSAA Bilingual (SWD)							2		

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	0	2	0	5	0	1	0	
8									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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)	4	8	8	3	0	6	3	2
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - At C.S. 200, we use running records to support a Fountas and Pinnell leveling system, as well as other teacher-designed assessment tools in order to assess the early literacy skills of our ELLs in English and in Spanish for Spanish speakers. The data informs teacher instruction and differentiation practices. Moreover, it can inform the school's instructional plan directly through our ongoing grade-level

common planning meetings.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. Data patterns across the grades and across programs (as per the NYSESLAT and the LAB-R) reveal that our students are at different English proficiency levels in different grades. In kindergarten, there are two students at the beginning level and one at the advanced level, whereas in grades 1 to 5 they show a wider range of proficiencies, with the majority of the students in Beginning and Intermediate levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The state did not release the spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. 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?

DL Program:

- a. Patterns across proficiencies and grade levels show that students in the DL program are mostly scoring at Beginning and Intermediate levels in the NYSESLAT and Lab-R. Data also shows that those students that are scoring at the Advanced level are not concentrated in any one grade and are instead distributed throughout the grades. The data reveals that students struggled in the ELA exam; students scored below grade levels (level 1s and 2s). This was the same case for the State Math Exam as students scored at mostly levels 1 and 2. We did not notice a difference between students that took the test in English and took the test in Spanish. However, this data was only available for two students (one in the fourth grade and one in the fifth grade).
- b. School leadership and teachers are using the results of the ELL Periodic Assessments to find the areas of weakness that need to be targeted for each student, as well as the areas of strength to build upon them.
- c. The ELL Periodic Assessments results revealed that students need the most support in reading and writing, similar to what has been analyzed from NYSESLAT results. What is more, Native Language instruction is used 50% of the time in the classroom to help students build a strong academic foundation in all content areas; knowledge they can then transfer into English.

TBE:

- a. Limited data is available, as only classes in grades K to 3 were in place within this program for the previous year. The NYSESLAT and LAB-R results show that the students in this program are mostly scoring at Beginning and Intermediate levels, with those that scored at the Advanced level distributed amongst the grades.
- b. School leadership and teachers are using the results of the ELL Periodic Assessments to find the areas of weakness that need to be targeted for each student, as well as the areas of strength to build upon them.
- c. As in the Dual Language program, the ELL Periodic Assessments results revealed that students need the most support in reading and writing, similar to what has been analyzed from NYSESLAT results. What is more, Native Language instruction is used in the classroom to help students build a strong academic foundation in all content areas; knowledge they can then transfer into English.

ESL:

- a. Patterns across grades show that students are scoring at levels Beginning to Advanced in almost equal proportions with slightly higher numbers scoring at Intermediate and Advanced levels. These students scoring at Advanced levels are generally concentrated in grades four and five. In terms of other state exams, such as the ELA and Math, our limited data reveals that students are scoring at slightly higher levels on the Math exam than in ELA. We cannot compare how students are performing on exams taken in English versus their native language, and vice-versa, given that the state has not made available the exams in the home languages that the majority of our students in ESL speak. From our observations, we have gathered that the few Spanish-speaking students that are in the ESL program have opted to take the exams in English, instead of Spanish, when available.
- b. School leaders and teachers are using results of the ELL Periodic Assessments to find the areas of weakness that need to be targeted for each student, as well as the areas of strength to build upon them.
- c. From the ELL Periodic Assessments results that students need the most support in reading and writing, similar to what has been analyzed from NYSESLAT results. The Native Language in the ESL program is used to a lesser extent due to the diversity of languages

represented at our school. When possible, teachers use the home language of the student to clarify, direct, and support him or her in any way possible. However, for those languages for which we do not have a bilingual teacher, we use the “buddy” system, in which newly arrived students are paired with a classmate who speaks the same language in order to help the student understand basic instructions.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
 5. ELLs are provided instruction within the RTI framework. English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and 3 as needed for more targeted and intensive academic support. This extra support can occur in the classroom or in separate settings with targeted instruction.
6. How do you make sure that a child’s second language development is considered in instructional decisions?
 6. The second language development of students is considered in all instructional decisions. Supports are provided to assist the children in language acquisition within the ReadyGen and Go Math curriculums, including vocabulary development. Within these curriculums, as in the other content areas, ELLs receive scaffolded instruction. In addition, ELLs are provided with phonics instruction.
7. 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?

7. Dual Language Programs:

 - a. English Proficient students (EPs) are assessed in the second language, in this case, Spanish, using the ELE and other on-going teacher-designed assessments. Teachers also use student work, running records, and student conferencing to assess EPs in Spanish. In addition, the Estrellita program, described above, has an assessment component.
 - b. English Proficient students in the Dual Language Program range in proficiency level in the second language (Spanish) from beginning to proficient.
 - c. The data shows mixed results with EPs scoring at and below grade level in ELA and math. Data for lower grades shows EPs mostly scoring at or above grade level as per the latest ECLAS-2 Kit.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 8. We evaluate the success of our programs through evidence of student work, cumulative student portfolios, teacher assessments and observations, and state assessments. Furthermore, we continuously set goals for our students and reflect upon our practices. We use the “Closing the Achievement Gap” data from the yearly progress reports, as well as the AMAO tool.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Questions 1-4

 1. Parents of all newly admitted students receive a Home Language Identification Survey (HLIS) that must be completed. The ESL teacher, Abigail Rubin, ESL licensed and certified, is able to help parents, including Spanish-Speaking parents, complete the HLIS appropriately. Moreover, parents whose native language is French, Fulani, Wolof, Mandingo, among other West African languages represented at our school, typically have enough English language skills to be able to communicate with us using English; otherwise, they typically have their spouse or a friend who will help them navigate through the registration process using English. There are enough teachers and staff at C.S. 200 who are multilingual to provide translation services during the ELL identification

process.

The ESL teacher conducts an oral interview with all parents of newly admitted students in which the home language and the English ability of the student is discussed, as well as the student's educational background.

Once the ESL teacher, Ms. Rubin, has identified students who are eligible to be tested, she administers the Lab-R within ten (10) days of matriculation. During the initial oral interview at the time of enrollment, parents of students identified as potential ELLs are informed that their child will be assessed. If students receive a score on the Lab-R indicating that they are English proficient, they are placed in a mainstream monolingual class. If they do not receive a proficient score, the student then is considered to be an ELL and, therefore, eligible for ELL services. Parents of tested students are notified of the results of the LAB-R exam with the non-Entitlement or Entitlement letter in the language of home-school communication they specified on the HLIS. In the case that the child is eligible for ELL services, the parent is invited to attend a Parent Orientation Session in order to make sure that they understand the three program choices and can make an informed choice using the Parent Survey and Program Selection Form.

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

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

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

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

Continued Entitlement letters and Transition letters are sent home with students within the second week of school. The ESL teacher, Ms Rubin, reviews the NYSESLAT scores and determines which students continue to be eligible for services and which students do not. The scores on the NYSESLAT are also reviewed to determine the students' current level of English proficiency and to group them accordingly, providing the required minutes of ESL instruction. Moreover, Entitlement letters are sent home with students immediately after obtaining a non-proficient score on the Lab-R, inviting parents to attend the Parent Orientation mentioned above.

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.

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

most appropriate for their child.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

During the parent orientation, parents are guided, step-by-step, on how to complete the Parent Survey and Program Selection forms and are provided with the opportunity to ask questions, in order to choose the program most appropriate for their child.

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

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.

The ESL teacher conducts an oral interview with all parents of newly admitted students in which the home language and the English ability of the student is discussed, as well as the student's educational background. Once the ESL teacher, Ms. Rubin, has identified students who are eligible to be tested, she administers the Lab-R within ten (10) days of matriculation. During the initial oral interview at the time of enrollment, parents of students identified as potential ELLs are informed that their child will be assessed. If students receive a score on the Lab-R indicating that they are English proficient, they are placed in a mainstream monolingual class. If they do not receive a proficient score, the student then is considered to be an ELL and, therefore, eligible for ELL services. In the case that the child is eligible for ELL services, the parent is invited to attend a Parent Orientation Session in order to make sure that they understand the three program choices and can make an informed choice using the Parent Survey and Program Selection Form.

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT, including all sections, is administered to all ELLs each year. The ESL Teacher prints the RLER periodically throughout the year, as well as the RLAT, in order to ensure that the list of identified ELLs is kept up to date. These lists, as well as any new arrivals with a LAB-R score (hand scored and submitted) that indicates a student is eligible for services, are used to identify all ELLs taking the NYSESLAT. A memo is created with student groupings, taking into account special education modifications for all ELLs/SWDs, for administering all sections of the NYSESLAT. Teachers are identified to administer these sections and a schedule is devised with in the allocated testing dates. In addition, a binder is kept for the speaking section of the NYSESLAT with a list of students to be tested, the person scoring the speaking section of the exam, and the date tested.

6. 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.) 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. ①

After reviewing the Parent Survey and Program Section forms for the past few years, we have noticed a trend that shows that parents often choose to enroll their children in a program that provides Native Language instruction, when available. C.S. 200 currently offers a Spanish-English Dual Language for our students in grades K-4. Parents of Spanish-speaking ELLs predominantly choose the DL program over TBE and Freestanding ESL. Many of them have expressed their desire for their children to be fully bilingual and bicultural. Moreover, parents of students whose home language is anything other than Spanish (Arabic, French, Fulani, etc.) have also expressed interest in placing their child in a Dual Language program that supports their home language. However, these are not available at CS 200, and sparsely available throughout New York City. As a result, they choose the freestanding ESL program 100% of the time on the form. It is interesting to observe that, even though these parents have the option to rank their preference, they always indicate the Freestanding ESL Program as their first choice, when this is not truly their first choice. Parents often rank their top choice according to what is available in the specific school in which they are enrolling their children, instead of ranking their preferences according to what the city can provide. Some parents have expressed that even if another school does offer a Dual Language program that supported their particular home language, they would probably not attend due to the challenges that would arise from having to travel to a school far away from their homes.

For instance, from the Parent Surveys and Selection Forms received from this year's newly admitted ELL eligible students, we have observed that out of the 8 total forms we have received which have indicated Spanish as the home language, seven (7) indicated the Dual Language as their first choice. One (1) parent indicated bilingual as the parents' first choice. As stated before, parents often rank their choices according to program availability in the school, and not city-wide availability. We have received three (3) Parent Surveys and Selection Forms from parents whose home language is Arabic and one (1) whose home language is Fulani. Of those, all three (3) have indicated Freestanding ESL as their first choice. Again, alternative programs (Dual Language, TBE) are not available in these particular languages.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

1. Delivery of Instruction

- a.) Currently, CS 200 offers a self-contained Transitional Bilingual Education Integrated Co-Teaching (ICT) Program for grades 1 to 4, a Dual Language Program for grades K-5 that uses the Roller-Coaster Model, and a Freestanding ESL program for students in all grades, K-5, using both push-in and pull-out models.

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

In our Dual Language Program, students are taught using the Roller-Coaster Model where students are taught in one language in the morning and the other language in the afternoon. The language of the afternoon is then used the following morning, and so on. The goal is for students to develop proficiency in their first language and to develop proficiency in the second language as well. Students also develop positive cross-cultural attitudes, behaviors, and skills that will help them function in a global society. Students learn with and from each other and serve as linguistic role models for each other with the goal of becoming bilingual. Students in the Dual Language program are given instruction in a grade-level appropriate curriculum to help them meet or exceed Common Core Language Standards. The students in our Dual Language program are also expected to comprehend, speak, read, and write in both languages, English and Spanish, upon their completion of our Dual Language program.

In our ESL program, students with different native languages are provided with instruction in English in order to promote their English language acquisition. English is the common language among the students; however, the native language of students is used when possible to support their learning. Ms. Rubin, the ESL teacher, speaks some Spanish. In addition, students with the same native language act as "language buddies" to support each other. Furthermore, we have some native language books, dictionaries, and materials where possible and can use on-line native language supports.

b. Students in the TBE and DL programs are self-contained and grouped as a class that contains heterogonous English proficiency levels. The Freestanding ESL program groups its students more homogenously. For example, there is a group that contains students in grades 1 and 2, with beginning and intermediate level proficiencies as per the NYSESLAT, and another group containing students in grade 5 who have an advanced proficiency level according to the NYSESLAT.

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)?

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

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 foster language development and meet the demands of the Common Core Learning Standards.

C.S. 200 utilizes the city recommended ReadyGen and Go Math curricula aligned to the Common Core Learning Standards. ELA is taught using ESL methodologies to support the learning of the students. The DL program is designed so that 50% of all instruction is delivered using this workshop model in English through the rollercoaster system, utilizing ESL methodologies, and the other 50% in Spanish. In TBE, the workshop model is also utilized, and delivers instruction of the content areas in the native language using the Beginning: 60% NL, 40% English; Intermediate: 50% NL, 50% English; Advanced: 25% NL, 75% English model; moreover, they use ESL methodologies to teach all other content delivered in English. In the freestanding ESL program, specific content areas are taught using ESL methodologies, with native language support where possible.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year, students are assessed in these modalities beyond the LAB-R and/or NYSESLAT. ELLs in grades 3-5 take the ELL periodic assessment in the fall and spring. ELLs in all grades are administered running records, benchmark assessments, as well as other informal assessments in the classroom.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

(a) Students who have been identified as having an interrupted formal education (SIFE) are provided with targeted instruction in listening, speaking, reading, and writing. SIFE students participate in the school curriculum with additional support and materials. Teachers use differentiated instruction to tailor instruction based on individual student needs. SIFE students are offered services targeted to their needs by certified ESL, bilingual, dual language and classroom teachers with training and experience in working with these students. In the ESL program, the teacher uses the ReadyGen curriculum for ESL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of SIFE students and new arrivals, the Go Math RTI piece to support ELLs in their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ESL program also

provides home language materials when available to support the student. Students in the dual language and bilingual classrooms are provided with support in their home language to address the gaps in their native language education and to support their learning of English. In addition to the ReadyGen and Go Math materials in English, teachers in these programs use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish. This year we are using the Think Through Math web-based math differentiation program, formerly Apangea Math, as a way to help our ELLs improve in the area of math. This program offers support for ELLs and has a Spanish language component that includes live on-line Spanish language support. In addition, ELLs use the English in a Flash program to develop vocabulary proficiency.

ELLs who are identified as SIFE also receive a variety of intervention programs designed to meet their needs, including small-group, targeted instruction supplemented by SMART Boards, which many classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). In addition, these students are mandated to stay for the 37.5 minutes of additional instruction when they don't use bus transportation. Students receive small-group targeted instruction during this time, for example in developing paragraphs or vocabulary building. CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, SIFE students are offered services targeted to their needs by certified ESL, bilingual, dual language, and classroom teachers with training and experience in working with these students.

(b) Newcomers participate in the school curriculum with additional support and materials. Newcomers in the TBE setting will continue to receive the majority (60%) of instruction in Spanish while they are acquiring English. The ratio of Spanish to English instruction will decrease according to their English proficiency levels. Moreover, they will continue to be provided with instruction such as scaffolded reading in English to develop reading and writing skills. Students in the dual language and bilingual classrooms are provided with support in their native language to address the gaps in their native language education and to support their learning of English. Teachers in these programs use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish. Newcomers in a monolingual setting will continue to receive ESL pull-out services, with the number of mandated instructional minutes according to their levels of English proficiency. In the ESL classroom, the teacher uses the ReadyGen program for ESL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of newcomers, the Go Math ELL piece to support ELLs in their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ESL program also provides native language materials when available to support the student. This year we are using the Think Through Math web-based math differentiation program, formerly Apangea Math, as a way to help our ELLs improve in the area of math. This program offers support for ELLs and has a Spanish language component that includes live on-line Spanish language support. In addition, ELLs use the English in a Flash program to develop vocabulary proficiency.

In addition, ELLs with less than 3 years in an English language school system are mandated to stay for the 37.5 minutes of additional instruction when they don't use bus transportation. Students receive small-group targeted instruction during this time, for example on vocabulary building across the content areas so that they perform to the best of their abilities in state-mandated assessments they are required to take, as per NCLB.

CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of newcomer students. In this program, ELLs identified as newcomers are offered services targeted to their needs by certified ESL teachers, bilingual, dual language, and classroom teachers with training and experience in working with these students.

(c.) ELLs who have been receiving services from 4 to 6 years will continue to be eligible to participate in the ELL Saturday Academy and the YMCA after school program; moreover, the extended time period of 37.5 minutes will also be used to service struggling students in a small-group setting. Furthermore, the NYSESLAT, as well as other state exams and in-house assessments, will be used to identify specific areas of weakness and the students will be provided with targeted instruction in those areas. Teachers use differentiated instruction to tailor instruction based on individual student needs. These students get a variety of intervention programs designed to meet their needs, including small-group, targeted instruction supplemented by SMART Boards, which most classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). In addition, ELL students are mandated to stay for the 37.5 minutes of additional instruction when they don't use bus transportation. Students receive small-group targeted instruction during this time, for example on developing paragraphs or vocabulary building. CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, ELLs are offered services targeted to their needs by certified ESL teachers and classroom teachers with training and experience in working with these students.

ELL students participate in the school curriculum with additional support and materials. They are provided with targeted instruction in listening, speaking, reading, and writing. Teachers use differentiated instruction to tailor instruction based on individual student needs, using assessments and classroom observations to guide them. ELLs use the English in a Flash program to develop vocabulary proficiency and their literacy skills are evaluated and targeted instruction designed through the Renaissance Learning Program. In the ESL program, the

teacher uses the ReadyGen curriculum for ESL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of these students, the Go Math RTI piece to support ELLs in their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ESL program also provides native language materials when available and necessary to support the student. Students in the dual language and bilingual classrooms are provided with support in their native language to address the gaps in their native language education and to support their learning of English. Teachers in these programs use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish. This year we are using the Think Through Math web-based math differentiation program, formerly Apangea Math, as a way to help our ELLs improve in the area of math. This program offers support for ELLs and has a Spanish language component that includes live on-line Spanish support.

(d.) Long term ELLs, those having completed 6 years of services, will continue to participate in the ELL Saturday Academy and other after school programs. They also participate in the extended time period of 37.5 minutes in small-group settings with instruction targeted to their needs using ESL methodologies. As mentioned above, the NYSESLAT, other state exams, and in-house assessments will be used to identify specific areas of weakness and the students will be provided with targeted instruction in those areas. Teachers use differentiated instruction to tailor instruction based on individual student needs. These students get a variety of intervention programs designed to meet their needs, including small-group, targeted instruction supplemented by SMART Boards, which most classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). In addition, ELL students are mandated to stay for the 37.5 minutes of additional instruction when they don't use bus transportation. Students receive small-group targeted instruction during this time, for example on developing paragraphs or vocabulary building. CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, ELLs identified as long term ELLs are offered services targeted to their needs by certified ESL teachers and classroom teachers with training and experience in working with these students.

Long term ELL students are provided with targeted instruction in listening, speaking, reading, and writing. Teachers use differentiated instruction to tailor instruction based on individual student needs, using assessments and classroom observations to guide them. In the ESL program, the ReadyGen curriculum for ESL instruction, focusing on the scaffolded strategies for ELLs, the Hampton-Brown Phonics Street Program to target the phonics needs of these students, the Go Math RTI piece to support ELLs in their needed math vocabulary and language development, and various other supports such as Kidspiration on-line tools. The ESL classroom also provides native language materials when available and necessary to support the student. Students in the dual language and bilingual classrooms are provided with support in their native language to address the gaps in their native language education and to support their learning of English. Teachers in these programs use the Estrellita Phonics program in Spanish, Spanish language libraries, and Go Math materials in Spanish. This year we are using the Think Through Math web-based math differentiation program, formerly Apangea Math, as a way to help our ELLs improve in the area of math. This program offers support for ELLs and has a Spanish language component.

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

7. 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?

Special Education teachers understand the double needs of their ELL-SWD students, i.e., the deficits related to the student's particular disability as well as their needs related to English acquisition. After careful review and consideration of each IEP goal, Special Educators determine the special education strategy or the ESL strategy that can assist the student to reach the IEP goal while facilitating their use and understanding of English. Strategies might include: repeated presentation, drill and review of key concepts, visual models, visual organizers, distraction free environments, peer mentoring, etc. Teachers of ELL-SWDs support these students' access to grade-level materials and academic content with the use of special education and ESL strategies, such as scaffolding.

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

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

Courses Taught in Languages Other than English 

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

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

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

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

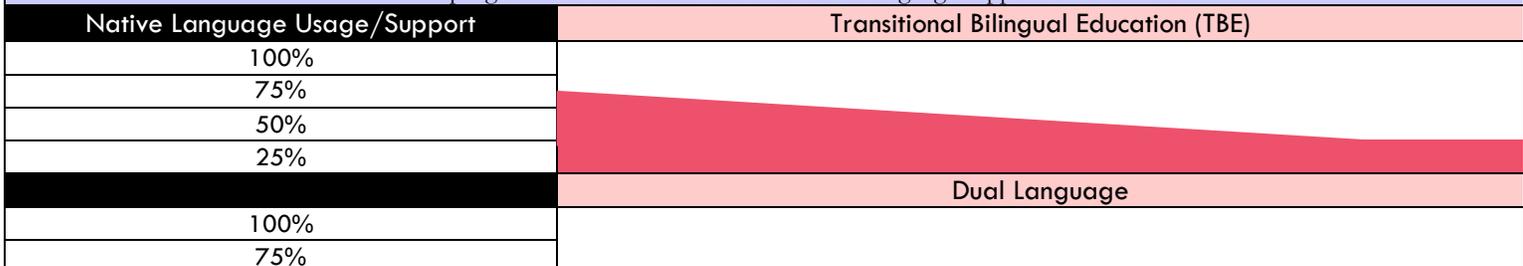
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. 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.

Targeted Intervention programs: ELLs benefit from many intervention programs designed to meet their needs, including small-group, targeted instruction supplemented by SMART Boards, which most classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). In addition, ELL students are mandated to stay for the 37.5 minutes of additional instruction when they don't use bus transportation. Students receive small-group targeted instruction during this time, for example on developing paragraphs or vocabulary building. CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, ELLs identified as long term ELLs are offered services targeted to their needs by certified ESL teachers and classroom teachers with training and experience in working with these students.

ELA: In addition to the targeted ELA instruction offered in the after school programs mentioned above, we use the Renaissance Learning Program to evaluate literacy skills of students and design instructional plans. ELLs also use the English in a Flash component of the Renaissance program to help develop vocabulary in English. The literacy coach offers on-going support through individual and common grade planning meetings.

Math: This year we are using the Think Through Math web-based math differentiation program, formerly Apangea Math, as a way to help our ELLs improve in the area of math. This program offers support for ELLs and has a Spanish language component. We use the city's Go Math curriculum, which is available in Spanish in the Dual Language and Bilingual classrooms. The math coach provides on-going support during individual and common grade planning meetings.

Social Studies: The social studies program adheres to the NY state Common Core Standards and it follows an integrated multi-interdisciplinary model that addresses both ELA and social studies. We have a social studies teacher who uses various methods, including the four modalities, video, art and various media, to teach social studies to ELLs.

Science: The science program uses the Foss Curriculum, which provides Spanish language and ESL support. We have a science lab that students visit with their classes to conduct various experiments.

Science, math, and social studies books in Spanish are in the bilingual and dual language classroom libraries and available in the school to support students' whose native language is Spanish. In addition, the ESL, bilingual and dual language classrooms teach English language vocabulary and skills through the content areas of social studies, math, and science.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This population has continued to make progress as demonstrated by the 2012-2013 Progress Report (Closing the Achievement Gap).

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

This year we are using the Think Through Math web-based math differentiation program, formerly Apangea Math, as a way to help our ELLs improve in the area of math. This program offers support for ELLs and has a Spanish language component that includes live on-line Spanish language support. This population has continued to make progress as demonstrated by the 2012-2013 Progress Report (Closing the Achievement Gap). We will continue to work with the ELL population during 37.5 minutes and the ELL Saturday Academy, in addition to using Think Through Math to help the ELLs succeed in mathematics.

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

Kidbiz 3000 has been discontinued due to lack of funding. We hope to bring this program back in the future when funding becomes available.

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

ELLs are specifically targeted to receive all benefits available in our school including small-group, targeted-instruction supplemented by SMART Boards, which most classrooms are equipped with, and instruction within the Response to Intervention Framework (RTI). iPads and notebook computers are also available in order to supplement instruction. In addition, ELL students are mandated to stay for the 37.5 minutes of additional instruction when they don't use bus transportation. Students receive small-group

targeted instruction during this time, for example on developing paragraphs or vocabulary building. CS 200 also has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The ELL Saturday Academy provides further targeted instruction to support the language needs of these students. In this program, ELLs are offered services targeted to their needs by certified ESL teachers and classroom teachers with training and experience in working with these students.

Additionally, we have invested in rich instructional material with our ELL students' success in mind, such as: the ReadyGen and Go Math supports for ELLs; the Hampton-Brown Phonics Street Kit, a complete, systematic phonics instruction program; LeapFrog, which combines technology and literacy; and English in a Flash, part of Renaissance Learning Program, among others.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

As mentioned above, many classrooms are equipped with SMART Boards in order to provide our students with a variety of rich learning experiences. Teachers also have access to projectors. Moreover, we have computers in classrooms that can be used to for students to engage in rich and interactive educational activities. We also have a class set of iPads and notebook computers available for teachers to borrow. In addition, students have access to English in a Flash and Accelerated Reader, both part of the technology-based Renaissance Learning program. We will use the Think Through Math program to assist in mathematics instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support. The Dual Language program is designed to provide 50% of the instruction in the native language. NLA instruction is delivered using Spanish language materials to support the ReadyGen curriculum. As in the dual language program, NLA is delivered through Spanish language materials to support the ReadyGen curriculum in the TBE model. Moreover, a literacy block is in place, with intensive reading/writing activities. Students receive native language support according to their specific instructional needs. Also, the DL and TBE programs use Estrellita, a complete Spanish-language phonics/literacy-building program. Go Math is available in Spanish, as are some components of the Foss science program and the Think Through Math online program. The classes have Spanish language libraries that include books across the content areas. The Think Through Math program provides Spanish support for students that would benefit from live online support in Spanish. In the ESL program, teachers also provide native language support as needed. The teacher communicates in the student's home language, when possible; in order to make any clarifications, explain expectations, etc. Moreover, ESL and classroom teachers also provide support by grouping or pairing students of the same language background, especially with newly arriving students who need more support in their language. This assists students in understanding content taught in class and enables them to respond in their native language if needed. Native language and English picture dictionaries and picture books and other reading materials are also available in Spanish and in other languages where possible. As mentioned above, the ESL and classroom teachers have access to the math, science, and library materials in Spanish, as well as the Spanish support in Think Through Math.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

All students receive age and grade-level appropriate instruction and support. Teachers differentiate instruction in small groups as needed to provide appropriate support to students. Students are grouped within the ESL program by English levels according to the LAB-R and NYSESLAT, however grade levels and age are always considered. Furthermore, all ELLs receive the appropriate grade level curriculum through ReadyGen, Go Math, science and social studies curriculums.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

For potential ELLs that pre-register in the spring, we offer a spring parent orientation in order to welcome them and their parents and to explain the three different program options available should it be determined that their child is eligible for services based on the LAB-R exam. Parents of new ELLs who enroll throughout the school year are also welcomed and provided information at individual meetings and parent orientations. Newly enrolled ELLs are partnered with a language buddy, (a student speaking the same language), to assist them in transitioning into our school. This year we have introduced an International Student Club and members make themselves available to support newly arrived ELLs as they transition into the new school.

18. What language electives are offered to ELLs?

N/A Language electives are not offered.

19. For schools with dual language programs:

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

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

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

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

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

e) Both languages are taught simultaneously, using the rollercoaster model.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. Professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. These PD's are offered by the OELL, the Network, and in-house PD. For example, teachers have attended PD on the topic of teaching math to ELLs and on understanding the changes to the NYSESLAT.

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

4. All personnel who work with ELLs are constantly attending professional development provided by school coaches, assistant principals, Department of Education's Office of ELLs. This year, for example, newly hired staff working with ELLs will attend a PD, respectively, on implementing Estrellita, a Spanish language phonics/literacy-building program.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. There are many ways that parents are involved at C.S. 200. We have an active PTA. The school has hosted math night, science night, and family reading night for parents and families. Multilingual staff is always available at each of these events to help translate. Information about these nights is sent home to parents in their languages. Parent volunteers are available on these nights and at other meetings for translation services. Translators are available in the building or through the Department of Education translation services on the night of Parent – Teacher conferences. In addition, the school attempts to reach out to families of diverse cultural backgrounds through special events. For example, there is a Hispanic Heritage Month Luncheon at which families are invited to celebrate Latino culture. New this year, there is also an International Student Club which hopes to involve members' parents in club activities.
 2. CS 200 has a YMCA after school program where the students participate in, among other things, homework help, math and literacy enrichment, tutoring, cultural and arts activities. The YMCA program offers English classes to parents here at the school.
 3. Home Language Identification Surveys, oral interviews, parent orientations, and parent survey and program selection forms are all used to evaluate the needs of the parents. Our Parent coordinator, Mr. Fields, as well as the ESL Teacher, Ms. Rubin, meets with the parents of newly enrolled students. Mr. Fields also organizes information for parents in multiple languages on the main floor bulletin boards. The PTA, in conjunction with the Parent Coordinator, conduct a parents' needs survey.
 4. Parents of ELLs attend a parent orientation when their child is first identified as an ELL. The parent coordinator, as well as teachers and staff, are available for any further questions and discussions after the initial orientation and to meet with parents to evaluate any needs they may have. The parent coordinator is introduced to parents when they first enroll their students and is available to assist parents with any questions or concerns. Translation is always available to parents. PTA representatives are available in the building.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: James McCune Smith CS 200

School DBN: 05M200

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Renee Y. Belton	Principal		1/1/01
Charles Anuolam	Assistant Principal		1/1/01
Garry Fields	Parent Coordinator		1/1/01
Abigail Rubin	ESL Teacher		1/1/01
Tarsha McClary	Parent		1/1/01
Soledad Cunillera	Teacher/Subject Area		1/1/01
Belkis Martinez	Teacher/Subject Area		1/1/01
Maria Saddler	Coach		1/1/01
Zelvena Cummings	Coach		1/1/01
Trista Stewart	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Michelle Peck	Other <u>Assistant Principal</u>		1/1/01
Carrie Satchell	Other <u>SETTS Teacher</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 Network: 406

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

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

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

CS 200 will provide our families with information for NYCDOE translation services. We will also provide them the opportunity to request information from CS 200 in their language of choice. We will provide a telephone contact for families to utilize for immediate translation services for Parent Teachers conferences, parent meetings, and guidance meetings. We will also utilize the translation offices to request translation services on an as needs bases.

Our parent coordinator will assist in making material available in different languages for parents. Many of these can be seen on the school bulletin boards on the school's main floor, which are visible to parents when they visit our school. Moreover, translated key documents, such as the Behavior Code, and Parent Bill of Rights are available in multiple languages. School newsletters and brochures are available in English and Spanish, and are made available to parents in the main office and are highly visible to all visiting parents.