



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE DR. BETTY SHABAZZ ELEMENTARY & PREPARATORY SCHOOL FOR THE  
**PERFORMING ARTS**

DBN: 23 K 298

PRINCIPAL: J. JONATHAN DILL      EMAIL: JDILL2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
J. Jonathan Dill	*Principal or Designee	
Lloyd Gilkes	*UFT Chapter Leader or Designee	
Brenda Robertson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Natasha Capers	Member/ Chairperson	
Lanetta Jeffers	Member/Parent	
Katrina Connor	Member/Teacher	
Dr. Ronke Aduroja	Member/Teacher	
Wanda Cosme	Member/Parent	
Shakeema Johnson	Member/Parent	
Sharon McLaughlin	Member/Parent	
Natalie Pool	Member/ Psychologist	
Michelle Rogers	Member/Parent	



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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

By June 2012, based on the New York State English Language Arts Assessments, we will decrease the number of students performing at level one by 5% and increase the number of students performing at level three by 10%.

### **Comprehensive needs assessment**

- Based on the 2010-2011 progress report 31% of the students tested scored a level one on the NYS English Language Arts Test and only 14% scored a level three. By decreasing the number of students who scored a level one and increasing the number of students demonstrating proficiency on the NYS English Language Arts test, we would be putting more of our students on the path to be ‘future leaders’ as outlined in our school’s mission.

### **Instructional strategies/activities**

- Open Court: a comprehensive reading program with an emphasis on phonics and phonemic awareness is employed in grades K-2 to provide our students with a foundation for become lifelong readers.
- ELA Instructional Block: The school schedule was revised so that all students in grades 1 through 8 were programmed to receive an ELA block of 90 minutes at least four times a week. The Literacy Block includes both reading and writing.
- Daily classroom visits by the Instructional Leadership team to provide teachers with direct feedback to improve student outcomes and instructional strategies
- Use of data Consultants to assist teachers in planning instruction that is driven by data
- ITAs – two times a year
- Predictive – two times a year
- Scranton – two times a year

### **Strategies to increase parental involvement**

- Curriculum night and celebrations to celebrate student improvement.
- Parent workshops, progress reports, and the Learning Leaders Program are some of the strategies and activities that will be implemented to achieve this goal as presented in the PIP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Identified teacher leaders are provided with professional development to improve their craft and then turn-key to the members of their respective departments.
- Teacher Center Coach to provide professional development and coaching to identified teachers on a weekly basis

### **Service and program coordination**

- Inquiry Team Meetings focused on looking at student work and using it as a tool to drive instruction and improve student outcomes
- 37 ½ minutes used to target students who did not demonstrate proficiency on the prior year’s state assessment
- Student who did not make a year’s growth were identified and invited to participate in Afterschool that was targeted according to student performance on the NYS ELA state assessment.

### **Budget and resources alignment**

- Title I, Fair Student Funding,
- New Leveled Classroom libraries were ordered for all grades
- Network Support Staff to provide professional development to the instructional staff

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

By June 2012, student attendance will increase to 91% for the school year as measured by the ATS Attendance Report.

**Comprehensive needs assessment**

In order to meet the city mandated promotion criteria for attendance our students must maintain 90% attendance, thus our students' attendance needs to be improved. Based on 2010-2011 Progress Report our average daily attendance 89.2% which is below the city average of 90%.

**Instructional strategies/activities**

- Using the ATS Reports, Monthly announcements of students who have maintained 100% attendance. School-wide recognition via designated bulletin board.
- Monthly celebrations of students who have achieved 100% attendance
- Weekly & Monthly calls as needed to homes of students who have not been able to achieve consistent attendance.

**Strategies to increase parental involvement**

- Monthly letters to parents acknowledging students' achievements
- Parent workshops, progress reports, and the Learning Leaders Program are some of the strategies and activities that will be implemented to achieve this goal as presented in the PIP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Not applicable

**Service and program coordination**

- Partnership with CAMBA to provide afterschool support to our students in need
- CHAMPS basketball as an incentive

**Budget and resources alignment**

- Title I, Fair Student Funding,
- The CFN 611 Network Support Staff will provide professional development for the instructional staff

### ANNUAL GOAL #3 AND ACTION PLAN

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

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

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

**By June 2012, based on the New York State Mathematics Assessment, we will reduce the percentage of level 1 students by 5% and increase the percentage of level 3 students by 10% for all students.**

#### **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.

By decreasing the number of students who scored a level 1 and increasing the number of students demonstrating proficiency on the NYS math test, we would be placing more of our students on the path to be future leaders as outlined in our school's mission statement.

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

We are using a variety of tools and strategies to help to improve our students' abilities in math. These include:

Math Instructional Block: In all the grades, students have a 90 minute block of math instruction every day. Everyday Math: Elementary grades (K – 5) use the comprehensive Everyday Math program in their classrooms.

Impact Math: Middle school grades use the comprehensive Impact Math program in their classrooms.

We will also utilize these indicators of interim progress and/or accomplishment:

Impact Math – unit assessments

Everyday Math – unit assessments

ITAs – two times a year

Predictives – two times a year

Scantron – two times a year

#### **Strategies to increase parental involvement**

Parent workshops, progress reports, and the Learning Leaders Program are some of the strategies and activities that will be implemented to achieve this goal as presented in the PIP.

**Strategies for attracting Highly Qualified Teachers (HQT)**

We have identified grade leaders and provide them with opportunities for professional development to improve their areas of expertise and then turn key this information to the members of their respective grades.

Additionally, the Teacher Center coach will provide professional development and coaching to teachers on a weekly basis who have been identified through low – inference observations as well as formal observations including professional rounds.

**Service and program coordination**

- Weekly inquiry team meetings focus on looking at student work and using it as a tool to drive instruction and improve student outcomes.
- 37 1/2 minutes mandated tutoring sessions will be used to target students who did not demonstrate proficiency in the 2010 – 11 state assessment.

**Budget and resources alignment**

Title 1, Fair Student Funding, and the Contract for Excellence

New Everyday Math and Impact Math materials were replenished

The CFN 611 Network Support Staff will provide professional development for the instructional staff

**ANNUAL GOAL #4 AND ACTION PLAN**

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

**Annual Goal #4**

**By June 2012, we will increase parent participation and attendance at school workshops/events by 20%.**

**Comprehensive needs assessment**

- We are constantly striving to increase parent involvement in our school as we recognize how important it is for the growth of a child's education to have a strong bond between school and home.

**Instructional strategies/activities**

We are utilizing our School Messenger (phone delivery system) to inform parents/guardians of various meetings and events.

**Strategies to increase parental involvement**

**Interest Inventory:** Our Parents' Association is constantly researching the interests and needs of our school community while making a conscious effort to cater to these interests and desires in hopes of not only providing valuable information, but also encouraging greater parent attendance and participation.

**Regular Parents' Association Meetings:** Our Parents' Association meets regularly (usually once per month, but more if need be). These meetings often cover topics that have been shown to be of particular interest to the families of our students. The times of these meetings are also flexible in order to ensure the greatest number of parents attending as possible. This year we are utilizing a rotating schedule of meeting times: mornings, evenings, and Saturdays.

**Father Events:** For some time, there has been a concern in our school about the seeming lack of support from fathers for their children. We are planning events

Such as trips as dances that will highlight the father's role in a child's life and will help to get more fathers involved within the school community.

Informational Workshops for Parents with Special Needs Students; We want to ensure that parents of students with special needs have all of the support and resources they need to work most effectively with and for their children. These workshops will specifically address issues pertaining to special education in our school. In addition, workshops will be provided for all parents in regards to gang violence, testing, and safety.

**Strategies for attracting Highly Qualified Teachers (HQT)**

**Not applicable to this goal outside of parents/guardians being able to utilize the form to verify the teaching credentials of their child's teachers.**

**Service and program coordination**

- Parents/guardians are also invited to attend the monthly Community Education Council (CEC) meetings held at the various schools throughout District 23. We are also implementing a newsletter for parents/guardians inclusive of a message from the principal, important dates, and other pertinent information.

**Budget and resources alignment**

Title I and Fair Student Funding

**ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5**

**By June 2011, we will increase safety in the school environment by 2.5 % as recorded in the Learning Environment Survey.**

**Comprehensive needs assessment**

After examining the results of our Learning Environment survey for 2010 – 2011, we are working hard to improve our school environment and safety as we recognize that safety and a positive school culture are prerequisites for optimal learning.

**Instructional strategies/activities**

Some of the strategies and tools we are using are:

Guidance intervention: We have two (2) guidance counselors in the building who are continually seeing children and helping them to work out their frustrations in productive, healthy ways.

Peer Mediation/Conflict Resolution: We have a SPINS counselor in the building who attempts to resolve conflicts among students and their peers.

Community Service Projects: We are asking students to participate in service projects throughout the year to help their community. One major service project that the entire school is involved with is recycling. Our Recycling Club has taken responsibility for cleaning up the school and school grounds.

Daily Announcements: Students say the Pledge of Allegiance every day that is led by a student over the public address system; this helps to reinforce their duty to our country.

Increased Safety Agent presence: We have two (2) safety agents in the building who are constantly walking around the building, from floor to floor to ensure that students are in their appropriate areas and following school rules.

We have an increased personnel presence in each area for the respective grade line – ups in the morning. We have also changed our entry point for the morning to Exit C to facilitate the flow of students, faculty, staff, and guests into the building.

The Safety Committee meets once a month to hear from all stakeholders and to address any safety issues.

The Building Response Team (BRT) meets every other month to ensure we are following and practicing all emergency preparedness procedures. In addition, We are utilizing a grant from FEMA to ensure we are able to receive online training through two (2) suggested courses.

**Strategies to increase parental involvement**

- During the monthly Parents' Association meetings, we will present workshops on gang violence, emergency preparedness, and other "hot" topics.

**Strategies for attracting Highly Qualified Teachers (HQT)**

**Not applicable to this goal**

**Service and program coordination**

Through FEMA and New York City's Emergency Preparedness Unit, are coordinated with both our BRT and Safety Committee.

**Budget and resources alignment**

Title I and fair Student Funding

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>	2			
<b>2</b>			<b>N/A</b>	<b>N/A</b>	3			
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>	15	15						
<b>5</b>	15	15			4			
<b>6</b>	20	20						
<b>7</b>	20	20			3			
<b>8</b>	20	20			6			
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Based on the previous state assessment data, students who did not demonstrate a year’s growth were invited to receive small group instruction after school on Tuesday and Thursday. The students were assessed at the beginning of the program and then monthly throughout to monitor their progress towards performing at grade level.
<b>Mathematics</b>	Based on the previous state assessment data, students who did not demonstrate a year’s growth were invited to receive small group instruction after school on Tuesday and Thursday. The students were assessed at the beginning of the program and then monthly throughout to monitor their progress towards performing at grade level.
<b>Science</b>	
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	The guidance counselors both meet with students. Students are seen either as a group of four or less students one to three times a week. Students who are in need additional assistance are seen one on one. Counseling is provided during the school day.
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	

<b>At-risk Health-related Services</b>	
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

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**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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 23K298      **School Name:** Dr. Betty Shabazz School

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

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

**Category:**    Basic             Focused         Comprehensive

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

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

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

The area of identification is SWD ELA. Students in this subgroup struggle to improve in ELA in the same way that all students at the school are struggling. In addition, these students are usually performing far below grade level when they are identified for special education services. SWD receive instruction based on beginning of the year assessments in reading that identify their instructional level. Often, these levels are far below State standards for reading. Classroom as well as SETTS teachers work to improve student reading levels through mini lessons on reading skills and strategies but comprehension remains a challenge.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.  
PS/IS 298 will establish a Tuesday/Wednesday Afterschool Academy for SWD as well as other students. Classes will be no more than 15-1, and there will be at least 1 class per grade level, grades 3-8

### **Part B: For Title I SINI Schools Only**

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

Professional development provided by funded AP includes curriculum mapping to increase academic rigor, classroom management to increase on task behavior, and book study to improve the school climate for all students. Individual teacher coaching and support is provided through observations, feedback, snapshots and walkthroughs. Teacher teams receive professional development in collaborative inquiry strategies, mapping, lesson planning and using student data.

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

A SESIS provider will provide ongoing professional development to individual teachers of students with disabilities. This professional development will include in class coaching, one-to-one feedback, small group workshops and intervisitations.

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

Parents will be notified through a school sponsored meeting(s) that will provide the parents the opportunity to ask questions. Translation will be available. Also parents will receive written notification that will be translated into the necessary languages.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>298</b>
School Name <b>Dr. Betty Shabazz Elementary and Prepara</b>			

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

Principal <b>Jonathan Dill</b>	Assistant Principal <b>Shawna Myles, Andy Anderson</b>
Coach <b>None</b>	Coach
ESL Teacher <b>Pamela Rodgers</b>	Guidance Counselor <b>Barbara Lino</b>
Teacher/Subject Area <b>Lloyd Gilkes, ELA</b>	Parent
Teacher/Subject Area <b>Ms. Marshall, 6<sup>th</sup> Grade</b>	Parent Coordinator <b>Ms. Batts</b>
Related Service Provider <b>Linda Myers</b>	Other
Network Leader <b>Roberto Hernandez</b>	Other

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>506</b>	Total Number of ELLs	<b>25</b>	ELLs as share of total student population (%)	<b>4.94%</b>
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## Part II: ELL Identification Process

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

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

1. Students are initially enrolled by the school's pupil secretary. Parents are required to complete a Home Language Identification Survey (HLIS). This survey is used to identify students who may have limited English language proficiency. At the time of enrollment, the licensed/certified ESL teacher meets and has an informal interview with potential students' parent(s), determining the native language of the family (identifying the student's native language at home) and ensuring that the parents completed the HLIS accurately. Based on the parent interview and the answers indicated on the HLIS a determination is made as to whether it is necessary to administer the LAB-R test to the registering student. Once potential ELLs are identified, they are administered the Language Assessment Battery (LAB-R) test within ten days of enrollment. The LAB-R raw scores are used to determine whether students are entitled to any of the language services provided by the Department of Education.

The NYSESLAT is administered annually. Scores are assessed at the beginning of the new school year and a determination is made based on the individual reading, writing, listening, speaking, and overall test score. Students proficiency levels are determined (i.e., beginning, intermediate, or advanced). This information is used to determine the amount of required instructional time and instructional focus.

2. Our school uses the ELL welcome tool kit which contains information on parent options for ELL instruction. Parents are invited to review materials which detail the learning options parents can choose for their child. The ESL teacher presents all the language program options for ESL. Although P.S. 298 only offers a free-standing ESL class the ESL teacher helps parents choose the best language program for their child including other options. Parents can watch a video, provided by the DOE explaining each program curriculum. Parents can ask questions and receive materials in their native language explaining all language options.

3. Parents are given the opportunity to think about which programs to choose, although the majority choose the program that is offered at the school, which is only a Free-Standing ESL Program. Once a choice is made parents are given an entitlement letter (provided by the DOE) in their native language, if requested, at the end of the presentation or interview. For the parents who do not attend the presentation, a list of explanations of program options are sent to the parents via mail along with an entitlement letter to be signed and returned. There is a follow up by the ESL teacher with the classroom teacher to ensure all students return signed entitlement letters. Future meetings are scheduled (e.g. open school night) to further discuss parent preferences and to answer any questions they might have.

4. As described in question 3 parents are presented with a presentation or explanation of each program offered by the DOE. Conferencing with parents helps in the assessment of the child's learning style. The raw score of the LAB-R test determines the fluency level (beginning, intermediate or advanced) of the student. This is then used to help parent(s) decide if the recommended program will be the best one for their child. It will determine which areas of literacy your child will receive the most help. Student characteristics, such as native literacy levels and student performance data on multiple assessments is also used.

5. The program trend that parents have preferred is the Free-Standing ESL program. Parents have elected to keep their children in P.S. 298 which only offers one program.

6. Since P.S./I. S. 298 only offers one type of service, parents are provided with information about the school(s) in and around the district that offer the type of services they prefer.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	2	2	2	2	2	2	2	2	2					18
<b>Total</b>	2	2	2	2	2	2	2	2	2	0	0	0	0	18

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	8	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 special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	18	0	3	8	0	2	0	0	0	26
Total	18	0	3	8	0	2	0	0	0	26

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

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	8	2		3	1	1	1	3					21
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic		1		1				1						3
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	2	9	2	1	3	3	1	2	3	0	0	0	0	26

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. P.S. 298 offers a Freestanding ESL Pull-Out Program.

1a. The ESL teacher and classroom teachers of ELLs work together teaching various components of the ELA curriculum. The teacher teams meet weekly during the common prep period to discuss and plan ELA writing, reading comprehension, and grammar lessons that focus on the needs of ELLs. Careful planning between the ESL and classroom teacher helps to ensure curricular alignment. Student progress is discussed and how each individual student performance can be improved. When the classroom teacher feels it would be beneficial to a new student who speaks little or no English, the ESL teacher will also Push-In to help students in other subject areas.

1b. The Program Model is mixed. A combination of Heterogeneous and Homogeneous models are used. Students are grouped according to their proficiency levels as determined by NYSESLAT. Although some students perform at higher levels than shown on the NYSESLAT (which may be due to the fact that some students are nervous when they are tested), grade levels are also considered. For example, a beginning eighth grade student will be placed in a class with sixth and seventh grade students on a similar level (beginning-intermediate to a mid-intermediate level). Students are placed this way so that the level of maturity in the class will be on the same level and students will not feel 'inferior' to their classmates outside their ELL class.

2. The ESL and classroom teachers work collaboratively to design ELLs schedules at the beginning of the year. Student schedules are determined according to the proficiency level of the child. When necessary, Push-In time is also incorporated into the required instruction time.

2a. P.S. 298 is a K-8 school so the mandated number of units for support for ELLs is used according to CR Part 154 as follows: Beginning and Intermediate level ELLs receive 360 minutes of instruction per week. Students at this proficiency level will be pulled-out during the ELA period and receive instruction for two 45-minute periods four times a week. Advanced level students receive 180 minutes of instruction per week. ELLs on advanced level receive two 45-minute periods twice a week.

3. Since P.S. 298 offers a Freestanding ESL Program all classes are conducted in English. Students sometime receive Push-In assistance during content area instruction when students are involved in a group or individual class project. The ESL teacher works with an ELL student or group in collaboration with the content area classroom teachers (middle school) to provide language acquisition and vocabulary support. Content areas are also incorporated into ELA content. This can include writing assignments, grammar and vocabulary focus on content areas, and reading comprehension in a content area. The scaffolding method is often used to help ELLs gain academic and communicative competence in the target area. Modeling, Contextualizing, and Bridging help students gain a greater understanding of the

## A. Programming and Scheduling Information

subject matter. As students build skills and have a greater understanding of English other scaffolding models are introduced. Critical Thinking Skills and Questioning Strategies are used to help students organize, analyze, and reformulate information. All lessons are focused around vocabulary and comprehension.

4. Once students are identified as ELLs they are evaluated in English first to determine their level of understanding. If identified as being unable to comprehend, a certified teacher of that student's language will evaluate the student. For example, in the case of a native speaker of Spanish, the spanish teacher is asked to evaluate the student under the direction of the ESL teacher. If a teacher of the student's native language is unavailable at the school the ESL teacher will inform the administration (principal or assistant principal/test coordinator), the School Base Support Team, when necessary, that an interpreter is needed for an evaluation.

5. Instruction is differentiated based on proficiency, but not limited to proficiency levels. Scaffolding is used to help build competency in target areas. Each group or individual is given a component of the Scaffolding Model such as modeling and contextualizing. Breaking tasks into smaller, more manageable parts, by using think alouds, concrete prompts, questioning, cue cards and activation of background knowledge is used.

5a. There are currently no SIFE students at P.S. 298.

5b. Newcomers less than three years have a program that starts by exposing students to vocabulary and speaking. Instructional strategies include TPR (Total Physical Response) which involves listening and body movement, Role Playing where students feel freer to speak when they assume the roles of other people, and LEA (Language Experiment Approach) which capitalizes on shared experiences. Modeling is also a major component in student lessons. Their programs are designed to work along side their peers

5c. Students receiving services for 4 to 6 years focus primarily on building vocabulary, reading comprehension and writing skills. Pairing ELLs with their peers in ELA classes and participating with a classmate exposes ELLs to new experiences and correct language usage. Last year students used the Imagine Learning computer program. This program is designed especially for ELLs to provide hands-on learning. We are currently anticipating using this program again this year.

5d. There are currently no long-term ELLs.

6. As mentioned above, instructional strategies include Scffolding, Schema Building, Text Re-Presentation, Modeling, TPR, Role Playing, LEA, and Selected Cognitive/Linguistic Objectives.

7. The curriculum used to meet the diverse needs of ELL-SWDs includes specific instruction that meets the needs of ELLs/SWDs in ELA and throughout all subject areas. The instruction is designed for the acquisition of linguistic structures and vocabulary, in conjunction with proficiency in the four skill areas of listening, speaking, reading, and writing. The overall goal of ESL instruction is the acquisition of linguistic and communicative competence. Our school uses ESL instruction that is built around real-life, purposeful experiences, and activities. Scheduling flexibility of our students can be challenging, with all the various requirements students must fulfil for promotion (especially for middle school students). However, teachers work together to ensure that the scheduling needs and the mandated times for ELLs are adhered to.

### 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:

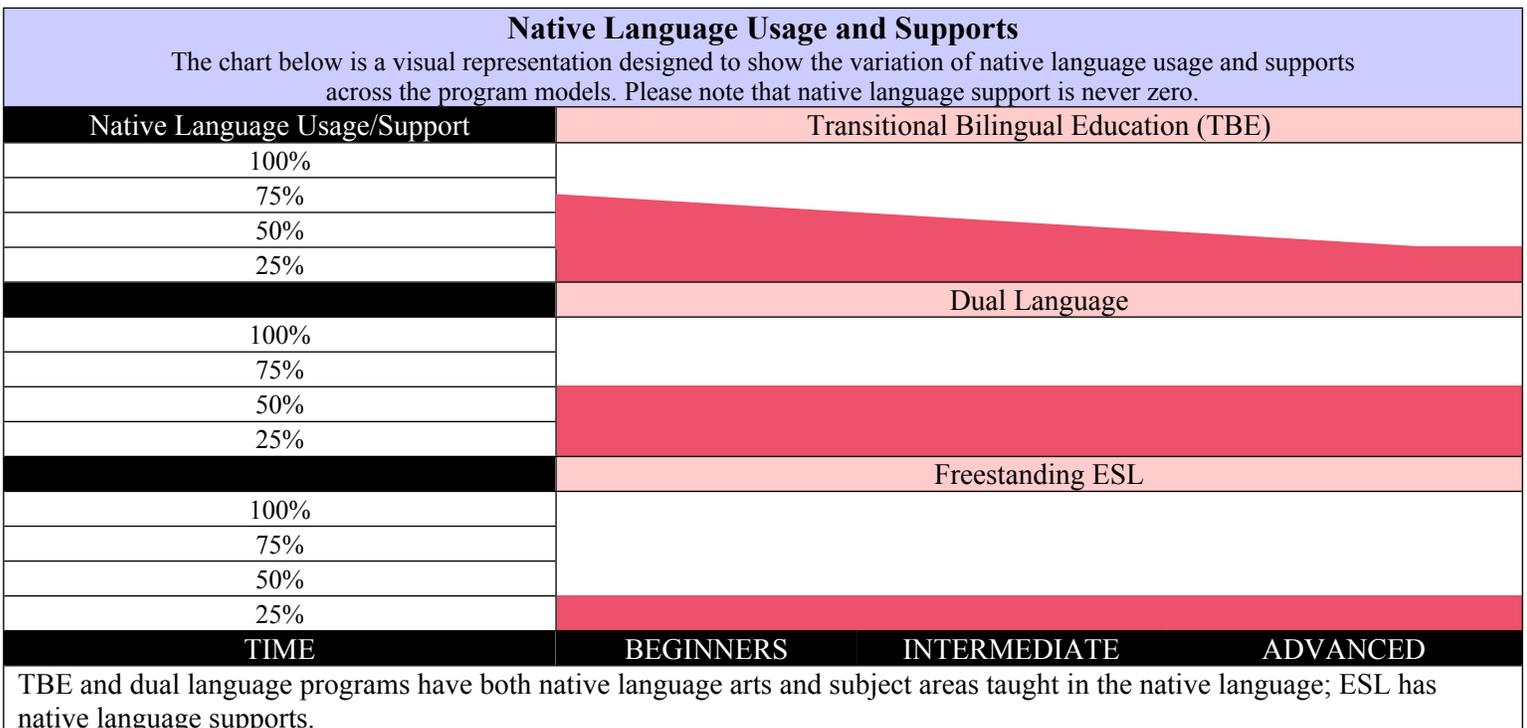
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	


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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

8. The targeted intervention programs offered at P.S. 298 is as follows: In addition to their mandated class, small group instruction for same level proficiency ELLs is given to students twice a week. Students are pulled-out of the second half of their ELA classes to review lessons from the first half of ELA and to focus on a writing assignment. Students also attend 37i/2 minutes of morning instruction before their first period class. Twice a week students attend an ELA Extended Day After School Program from 3 p.m. to 5 p.m. The program is offered to all students and all classes are taught in English.

9. ELLs that reach proficiency will continue to receive support and ELL services. Students time is reduced so that they can attend part of their ELA classes with their classroom teacher and part of their classes in ESL small groups. Students will also receive Push-In small group or individual instruction and 37i/2 minutes is also available and strongly encouraged. Test accomodations will continue as required.

10. Imagine Learning and Achieve 3000 are two reading/ELA computer programs that are being considered. Imagine Learning is being considered this year as a continuation from last year.

11. The Imagine Learning Computer Program for ELLs has been discontinued this year due to expired licenses and has not been renewed at this time.

12. This year (2011-2012) P.S. 298 offers ELLs both before school and after school supplemental services. The CAMBA afterschool program is offered as a supplemental service where students spent 2 hours after school engaged in various activities and receive assistance with homework. Extended Day After School services, with a focus on ELA assistance, are also available to all ELLs. 37i/2 minutes is offered in the morning before first period. Saturday Academy is a supplemental academic program offered through CAMBA, which offers services on Saturday. P.S. 298 has offered such services for the past five years. We anticipate it will be offered again this year, however, Saturday Academy has not yet started this year.

13. ELLs are provided with individual computer laptops. CDs, tapes, DVDs and television are also used for instruction. Leap Frog talking books, interactive Leap Frog tablets, interactive globes, letter writing /phonics practice tablets, and a variety of ELA games (e.g. Bingo, Brain Quest) are also available. A variety of math manipulatives, including calculators, clocks, and math games are used. Students have full use of a classroom library, including a small selection of foreign language books (mainly Spanish), dictionaries, glossaries in their native language in all content areas, and student workbooks and texts.

14. P.S. 298 only offers a Freestanding ESL Program. Students are offered some native language support through native language books (e.g. magazines, glossaries, thesaurus) in the class library. Some manipulatives such as games, CDs, and DVDs are also available for use. Students are encouraged to bring, share, and donate any appropriate educational tools in their native language.

15. Yes, all ELL support services and resources correspond to ELL ages and grade levels.

16. Throughout the summer the parents of newly arriving ELLs to the country, state, or neighborhood, and their children, are invited to various workshops provided by the Department of Education. Parents are informed and encouraged by the ESL teacher and parent coordinator to check the DOE website for such activities.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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8. The targeted intervention programs offered at P.S. 298 is as follows: In addition to their mandated class, small group instruction for same level proficiency ELLs is given to students twice a week. Students are pulled-out of the second half of their ELA classes to review lessons from the first half of ELA and to focus on a writing assignment. Students also attend 37i/2 minutes of morning instruction before their first period class. Twice a week students attend an ELA Extended Day After School Program from 3 p.m. to 5 p.m. The program is offered to all students and all classes are taught in English.

9. ELLs that reach proficiency will continue to receive support and ELL services. Students time is reduced so that they can attend part of their ELA classes with their classroom teacher and part of their classes in ESL small groups. Students will also receive Push-In small group or individual instruction and 37i/2 minutes is also available and strongly encouraged. Test accomodations will continue as required.

10. Imagine Learning and Achieve 3000 are two reading/ELA computer programs that are being considered. Imagine Learning is being considered this year as a continuation from last year.

11. The Imagine Learning Computer Program for ELLs has been discontinued this year due to expired licenses and has not been renewed at this time.

12. This year (2011-2012) P.S. 298 offers ELLs both before school and after school supplemental services. The CAMBA afterschool program is offered as a supplemental service where students spent 2 hours after school engaged in various activities and receive assistance with homework. Extended Day After School services, with a focus on ELA assistance, are also available to all ELLs. 37i/2 minutes is offered in the morning before first period. Saturday Academy is a supplemental academic program offered through CAMBA, which offers services on Saturday. P.S. 298 has offered such services for the past five years. We anticipate it will be offered again this year, however, Saturday Academy has not yet started this year.

13. ELLs are provided with individual computer laptops. CDs, tapes, DVDs and television are also used for instruction. Leap Frog talking books, interactive Leap Frog tablets, interactive globes, letter writing /phonics practice tablets, and a variety of ELA games (e.g. Bingo, Brain Quest) are also available. A variety of math manipulatives, including calculators, clocks, and math games are used. Students have full use of a classroom library, including a small selection of foreign language books (mainly Spanish), dictionaries, glossaries in their native language in all content areas, and student workbooks and texts.

14. P.S. 298 only offers a Freestanding ESL Program. Students are offered some native language support through native language books (e.g. magazines, glossaries, thesaurus) in the class library. Some manipulatives such as games, CDs, and DVDs are also available for use. Students are encouraged to bring, share, and donate any appropriate educational tools in their native language.

15. Yes, all ELL support services and resources correspond to ELL ages and grade levels.

16. Throughout the summer the parents of newly arriving ELLs to the country, state, or neighborhood, and their children, are invited to various workshops provided by the Department of Education. Parents are informed and encouraged by the ESL teacher and parent coordinator to check the DOE website for such activities.

## B. Programming and Scheduling Information--Continued

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

8. The targeted intervention programs offered at P.S. 298 is as follows: In addition to their mandated class, small group instruction for same level proficiency ELLs is given to students twice a week. Students are pulled-out of the second half of their ELA classes to review lessons from the first half of ELA and to focus on a writing assignment. Students also attend 37i/2 minutes of morning instruction before their first period class. Twice a week students attend an ELA Extended Day After School Program from 3 p.m. to 5 p.m. The program is offered to all students and all classes are taught in English.

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14. P.S. 298 only offers a Freestanding ESL Program. Students are offered some native language support through native language books (e.g. magazines, glossaries, thesaurus) in the class library. Some manipulatives such as games, CDs, and DVDs are also available for use. Students are encouraged to bring, share, and donate any appropriate educational tools in their native language.

15. Yes, all ELL support services and resources correspond to ELL ages and grade levels.

16. Throughout the summer the parents of newly arriving ELLs to the country, state, or neighborhood, and their children, are invited to various workshops provided by the Department of Education. Parents are informed and encouraged by the ESL teacher and parent coordinator to check the DOE website for such activities.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

1. The professional development plan for the ELL teacher is that she will attend workshops throughout the year provided by the DOE and CFN offices.
2. Staff members attend workshops both outside the school and within the school on days designated for staff development. Information is distributed to teachers informing them as to what to expect from ELLs and what sources are available.
3. In addition to workshops, staff members that will provide services to ELLs (classroom teachers, other service providers, etc.) are informed as to how many minutes per week ELLs must receive services, ways they can differentiated instruction to meet the needs of ELLs, and what expectations they should have of an ELL student.

### E. Parental Involvement

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

1. Several parent programs are included in the school. There is a parent association located within the school and a parent coordinator that helps arrange a variety of work shops to help parents get involved with their community and student education. There are parent volunteers that assist teachers/staff members in a variety of ways throughout the school. the DOE offers several ELL workshops for parents that are held both inside and outside the school.
2. At this time the school does not partner with other agencies or Community Based Organizations to provide workshops or services exclusively for ELLs.
3. During the initial orientation with parents their needs and expectations are addressed. Parents are encouraged to meet with the ELL teacher and other staff members involved with their child(ren) to discuss their concerns and desires for their child.
4. Most parents want to know how they can help their child(ren) succeed. Workshops are provided to inform parents as to how they can assist their child with daily lessons. Hands on workshops help parents to understand their role in their child's learning process. Information as to what materials would be helpful to buy and where to buy them has also been useful.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0

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

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

1. The assessment tools used at our school are ECLAS and EPAL. This data shows that students learn English first by learning listening skill followed by speaking, then writing and reading. However the data shows students have difficulty expressing themselves through their writing.

2. The LAB-R shows that new ELLs have not developed vocabulary and comprehension skills in the English language. NYSESLAT scores show that students do make progress in all areas as the years of exposure to English progress.

3. The NYSESLAT patterns will help guide instruction. The data will help teachers develop a comprehensive program designed for individual student progress. More emphasis will be focused on the areas where students have shown a weakness and a need for improvement.

4.a. Patterns show that beginning level ELLs from K-8 grades make substantial progress in speaking, listening, and reading respectively, however data shows students writing skills remain deficient. (Students are only tested in English).

4b. The ELL Periodic Assessments are used to provide the data in which teachers can use to drive their instruction. It can help teachers design more lessons that focus on the academic needs of students in the areas they are having difficulty.

4c. At P.S. 298 ELLs scores on the Periodic Assessments are very similar to those of the non-ELL population. ELL scores show that these students are not further behind the general population of English speakers at the school.

5. P.S. 298 does not have a Dual-Language Program.

6. The success of our program for ELLs at our school is to provide a service that will prepare our students for the next level of education (high school) and beyond. We want to provide a program that will allow our students to use the English language (and language in general) in real life and in purposeful experiences throughout life.

**Additional Information**

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

Paste additional information here

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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)									
Chinese Reading Test									

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **23K298**

School Name: **Dr. Betty Shabazz**

Cluster: \_\_\_\_\_

Network: **614**

**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**

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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.

In keeping in compliance with the Chancellor's Regulation A-663 our school uses the following to assess written and oral interpretation needs of parents: 1, Making available translation and interpretation services for parents. 2. Collecting data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent requires language assistance to communicate with the DOE. 3. Develop a school-based language access plan. 4. Increasing parental awareness regarding their right to and the availability of language services. 5. Maintaining records regarding the provision of language assistance in order to monitor progress.

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.

The findings of the schools written translation and oral interpretation needs is as follows; The school found it very effective to provide interpretation services for parents during regular business hours to parents who requested such services. The school was able to communicate with parents regarding critical information about their child's education. Data and information concerning school policies, grades, testing, etc. was found to be an effective and helpful way to inform parents of their child's progress in school. Parents also found the workshops (information provided by the parent coordinator) provided support and increased awareness.

## Part B: Strategies and Activities

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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.

The school will provide all documents required by the Chancellor's Regulation A-663 using documents produced by the central DOE offices and schools which contain critical information regarding a child's education. The school will provide the following written translation services; a. registration, application, and selection; b. standards and performance (e.g., standard text on report cards); c. conduct, safety, and discipline; d. special education and related services; and e. transfers and discharges. The school will provide translated or will translate such critical communication in a timely manner, in each of the covered languages, and work with the office responsible for the critical communication to make such translations available to the schools. In-house school staff will be used for Spanish and outside vendors or parent volunteers will be used for other covered languages at the school.

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.

The school will provide, when necessary and requested by parent(s), the oral interpretation services for covered languages (e.g, Spanish, Arabic, and Bengali). For testing in the content areas an outside contractor will be requested for Arabic and Bengali languages. An in-house school staff member will provide services for Spanish speakers.

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>.

P.S. 298 will post the necessary signs in each covered language or language spoken at the school indicating the website where parents can find necessary information in their native language. The school will also ensure that a copy of the Bill of Parents Rights and Responsibilities is available for reviewing and the website for this information is also available. The school will provide the DOE website so that parents will be able to access any necessary and available information in the DOE covered languages.

