



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE DR. BETTY SHABAZZ SCHOOL OF THE PERFORMING ARTS

DBN (23K298):

PRINCIPAL: J. JONATHAN DILL

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SUPERINTENDENT: MR. AINSLIE CUMBERBATCH

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
J. Jonathan Dill	*Principal or Designee	
Renee Barnes	*UFT Chapter Leader or Designee	
Natasha Capers	*PA/PTA President or Designated Co-President	
Tashea Brothers	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lanetta Jeffers	Member/Parent	
Katrina Connor	Member/Teacher	
Dr. RonkeAduroja	Member/Teacher	
Aileen Cleveland	Member/Guidance Counselor	
Ronda Hooks	Member/Parent	
Nedra Robinson	Member/Parent	
Alexandra Gonzalez	Member/Parent	

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

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

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

- *Strengthen the alignment between academic tasks, curricula and State standards to ensure that all students make progress in their learning. (Quality Review pg. 5; Bullet 1.1)*

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

- *Two ELA and two Math CCLS units will be implemented by all classroom teachers by June 2013. Units will evidence increased academic rigor, with emphasis on higher order thinking questions aligned to the DOK matrix throughout the units.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

By June 2013,

Elementary (PreK-5)

- *Students will experience at least two Common Core-aligned units of study aligned to strategically selected literacy standards in ELA, social studies and/or science and two CCLS aligned units of study in math that will engage them in more challenging assignments as demonstrated by authentic student work, a shift in planning units of study as well as a deeper understanding of text complexity, its use and competency in fluency, application and conceptual understanding. September through June- depending on placement of units in Curriculum Map*
- *90% of teachers will engage in Looking at Student Work by using protocols to support an understanding of student needs, a shift in the scope and sequence requiring students to ground reading, writing, and discussion in evidence from text, as well as apply a task analysis guide to determine the academic rigor of instructional and assessment tasks. This will be done during common planning time for all teachers, including a focus on student work through inquiry study. Adjustments to units will be made based on data collected through student inquiry work to differentiate instruction and address student needs. Work will begin January- June*
- *Supervision of the implementation of the CCLS Units will be conducted by members of the Instructional Leadership Team (Principal, Assistant Principal). Evidence of growth will be evidenced by snapshot observations (short frequent cycles of observation); formal observations; participation in planning of units to ensure rigor; and meetings focused on student inquiry work where student work samples will be examined. Timeline: Ongoing- September, 2012 -June, 2013*
- *Each unit will include a preassessment, 1-2 formative assessments and a summative assessment which will serve as benchmarks and evidence of student growth throughout the units. The Instructional Leadership Team will review the assessments to ensure rigor is present. (throughout each unit as they are presented)*

Middle (7-8)

Students will experience eight Common Core-aligned units of study (two in ELA, two in social studies, two in science and two in math) aligned to strategically selected State literacy and math standards, as demonstrated by authentic student work, a shift in planning units of study as well as a deeper understanding of complex text, its use and competency in fluency, application and conceptual understanding. Timeline: September through June- depending on placement of units in Curriculum Map

- *90% of teachers will engage in Looking at Student Work by using protocols to support an understanding of student needs, a shift in the scope and sequence requiring students to ground reading, writing, and discussion in evidence from text, as well as apply a task analysis guide to determine the academic rigor of instructional and assessment tasks. This will be done during common planning time for all teachers, including a focus on student work through inquiry study Adjustments to units will be made based on data collected through student inquiry work to differentiate instruction and address student needs. Staff input on units will be used to make appropriate adjustments during common planning time. Timeline: January- June, 2013*
- *Supervision of the implementation of the CCLS Units will be conducted by members of the Instructional Leadership Team(Principal, Assistant Principal). Evidence of growth will be evidence by snapshot observation (short frequent cycles of observation); formal observations; participation in planning of units to ensure rigor; and meetings focused on student inquiry work where student work samples will be examined. Ongoing: September, 2012 – June, 2013*
- *Each unit will include a preassessment, 1-2 formative assessments and a summative assessment which will serve as benchmarks and evidence of student growth throughout the units.*

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Priority Funding_____

Service and program coordination

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

School common planning to facilitate teacher collaboration

Teacher leaders will be added to our instructional support team focused on professional development

Teacher schedules will be created to facilitate increased collaboration and effectiveness

Teachers will develop CCLS aligned assessments

Teachers will develop units of study with embedded CCLS-aligned tasks

Students will engage in CCLS aligned units of study

The school’s instructional support team and CFN will assist teachers in creating pre- and post-assessments and units of study

Teachers meet bi-weekly during common planning times and teacher team meetings to assess data and to plan goals and lessons

Use observations and walk through both formal and informal to ensure that teachers are using data to drive instruction.

Provide feedback to teachers at post-observation conferences.

Teachers on inquiry teams will review student work against CCLS to identify gaps in units

Funding Sources: Money for Per Diem/Per Session will be budgeted to allow for extended planning opportunities for teachers to meet around the units. Per Session money will also be allocated for team of teachers to conduct planning sessions, as well as Student Inquiry work. Teacher: 20 Sessions: 10 Duration: 2Hrs

Allocation Line: Teacher Regular Grades Priority Funding (GKO5A)

Teacher Regular Grades GJTOW

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

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

Use of classroom level data to deepen differentiation of instruction based upon student need across all classes/grades to maximize student learning while providing rigorous instruction for all levels of students. (Quality Review pg. 5, bullet 2) (3.2)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

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

By June 2013 teachers will analyze classroom level assessments as well as Periodic Assessment data to differentiate instruction based upon item skills analysis of assessments. Evidence of this work will be present in lesson plans, both in a section of the lesson plan as well as through the use of observation checklists.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Use of ARIS Learn and Acuity website to analyze data and conduct item skills analysis to use for differentiation of instruction. This work will be led by Grade Leaders as well as the Instructional Leadership Team.

Differentiated instructional PD using Danielson's framework Teachers self-assess on selected components of a research-based rubric.

Professional development committee develops and implements a coherent PD plan for teachers that integrate the selected components of a research-based rubric focusing on Danielson's competency 1e: Designing coherent instruction. This will be overseen by administrators: Principal and Assistant Principal

School leaders set up and follow a schedule for teacher observation and feedback using the Danielson rubric during observation and follow up conversations.

Grade Meetings focusing on data analysis and critical need areas will be conducted throughout the year. (Conducted by Professional Development Team)

Review of Lesson Plans conducted by Instructional Leaders (Principal and Assistant Principal) to view differentiation of instruction across classes/grades with feedback on a monthly basis.

Monthly Inquiry Teacher Team meetings to view student work, assess needs of students, design assessments that evaluate the effectiveness of the differentiated instruction. Timeline: January- June, 2013

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority Funding

Service and program coordination

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

Use of per session and per diem budget will support the work to allow teams of teachers to meet together to analyze data, as well as common planning time for teachers to discuss differentiation of instruction for classes. Allocation Source: Teacher Regular Grades: PF Supporting Great teachers

Per Diem budget will also be utilized to allow teachers to attend Professional Development opportunities, both in school and out of school meetings.

Allocation Source: Teachers: Regular Grades: PF Supporting Great teachers; Teacher Regular Grades Per diem

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

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

Major Recommendation

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

Strengthen the alignment between academic tasks, curricula and CCLS standards to ensure student progress in learning, as evidenced by the NYS ELA and Math test, by June 2013. (Quality Review page 5, Bullet 1)

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

_____ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

Strengthen the alignment between academic tasks, curricula and CCLS standards to ensure student progress in learning, as evidenced by an increase of 5% of students scoring at or above grade level on the NYS ELA and Math test, by June 2013. (Quality Review page 5, Bullet 1)

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Enhanced literacy and math program (Common Core Libraries, Curriculum mapping, Use of Voyager (Reading/Math Intervention Program which targets students in skills and strategies program) Timeline: September - June
 - Professional development (CCLS, Data, Teacher expectations) for all teachers to deepen their content knowledge and Instruction: Professional Development team and Instructional Leadership Team will conduct this work with assistance from the Network Timeline: Bi-weekly basis ongoing September- June
 - Implementation of the Common Core-aligned instruction across subject areas with check in during Inquiry Work: Inquiry Team will report findings to Principal
 - Deepening the school community's comprehension of Charlotte Danielson's Framework for Teaching to support implementation of CCLS focusing on competencies, 1e, 3b and 3dBi-Monthly meetings Facilitated by Principal/ Assistant Principal
 - Informal and Formal Observations, conducted by the Principal and Assistant Principal, will monitor instruction and student progress. Feedback will be given to teachers in a timely manner to improve classroom instruction. Timeline: Ongoing September- June
 - Data meetings to discuss student progress will be held with all classroom teachers and Instructional Leadership Team. Monitoring of progress done by teacher teams will aid in the alignment of curricula based upon student need. Grade leaders will monitor progress and report to Principal at monthly meetings.
 - Use of ARIS Learns and Acuity Reports to monitor student progress and adjust instruction. Teachers input will be gathered to ensure alignment of data, CCLS standards and curriculum, monitored by the Professional Development team on an ongoing basis.
 - Saturday Academy and after school test prep aligned using research based program (Voyager) to promote student progress through small group instruction aligned to CCLS standards. Timeline: December-April; Supervised by the Principal/ Teachers: 10 Students: 70 # of Sessions: 15 Criteria: Students who scored

a Level 1 or 2 on the ELA/Math exam.

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority Funding_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- OTPS for Instructional Supplies (70 Books, 70 site licenses Voyager Program, Classroom Library for 10 classes; Technology)
- Per Diem Funds to support Curriculum Planning
- OTPS for Test Prep materials
- Funding for Data Specialist (to analyze data and conduct professional development on data analysis)
- Per Session for Afterschool and Saturday Academy programs: Allocation Source: teachers Regular Grades: PF Academic Intervention AIS funding will provide level 1 and 2 students with after-school and Saturday Academy

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

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

Major Recommendation

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

To develop a positive, collaborative classroom and school culture conducive to academic achievement. (Quality Review Pg 6, bullet 2)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

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

By June 2013 our scores in Safety and Respect on the Learning Environment Survey will increase from 5.7% to 6.7% or better.

Instructional strategies/activities

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

Behavior modification plan

Anti-bullying lessons: Guidance and classroom teacher will implement

Assemblies for safety and respect- SAT/Guidance Team will conduct

Parent Workshops around bullying, conflict resolution, etc: Implemented by Parent Coordinator

Professional development for staff on managing student behavior- SAT/Guidance Team will be responsible for implementing.

Create school culture and climate team to develop school-wide rules and procedures as well as implement school programs/ activities that enhance school culture.

Program CPR (Citizenship, Pride, Respect) will be implemented by all school staff to promote positive student behavior throughout the school.

School leaders (Principal/Assistant Principal) emphasize and reinforce relevant rules and procedures throughout school year. School Leaders will also supervise use of CPR program across school, as well as supervise behavior management systems in classrooms.

Progress of strategies and program effectiveness will be monitored through analysis of the OORS system as well as analysis of Suspension data on a monthly basis by the School Safety Committee.

Class presentations by Tru Transformation Consultant September-June; Monitored by Assistant Principal

Implementation of the CPR program is present –June 2013. The CPR program was created by a team of staff members (teachers, guidance) with input from various members of the school community. The CPR Committee (Staff members) and Tru Transformation Consultants are responsible for assisting with program implementation, adjustments, and analysis or program success.

Budget and resource alignment

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority Funding_____

Service and program coordination

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

OTPS budget will be utilized to buy incentives to support the CPR program (PBIS program)

Parent Title 1 monies will be utilized to increase parental involvement through workshops/opportunities that support parent participation and training around these ideals.

Per session money utilized to support implementation and analysis of the CPR program for staff members/CPR Team. Per Session Allocation: Teachers Regular grades: PF Supporting Great Teachers

Educational Consultants Line for Tru Transformation Consultants Allocation Source: Educational Consultants: PF Positive Behavior Management

Teacher: 20 Sessions: 10 Duration: 2Hrs

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

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

Major Recommendation

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

Build on the supports and collaboration with families and CBOs to ensure a safe orderly environment (Quality Review pg 6. Bullet 1 (1.4))

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

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

Annual Goal #5

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

By June 2013 increase active parent participation by 5% at school sponsored meetings and events.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

School will engage in parent workshops around curriculum, nutrition, fitness, community issues, common core and computer skills. At least one parent opportunity will be held monthly by the parent coordinator. Timeline: October – June, 2013

Hold monthly Parent Association/ Parent Advisory Committee meetings that address parent and community issues. Timeline: September – June, 2013

Give parents opportunities to engage in fun but educational activities with students.

PA/PAC will hold monthly meetings. September – June, 2013

PA/PAC will meet regularly with Principal.

PA/PAC will work with teachers to increase participation at workshops and PA/PAC meetings.

PA/PAC will plan family events. Ongoing

Breakfast with the Principal will be held monthly.

PA/PAC will work with Parent Coordinator to plan workshops.

Curriculum Night will be held in the fall (September) for all grades.

School Messenger will be used to advertise parent opportunities, as well as flyers and email distribution list. As needed

-Attendance at all meetings/workshops will be collected. The parent coordinator will analyze attendance data to track participation. Parent Coordinator will work in conjunction with PA to assess parent interest in order to offer workshop opportunities that interest parents.

-Student centered family events will be held to encourage parent participation, including talent show, honor roll, and more.

Budget and resource alignment

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

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Money_____ Other-describe here:-Parent Engagement

Service and program coordination

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

OTPS will be used to support parent workshops (paper, supplies, incentives)

Parent Coordinator

Title 1 Parent Engagement Money will be utilized to support parent activities and encourage parental participation.

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	VOYAGER CAMBIUM LEARNING	SMALL GROUP	BEFORE SCHOOL
Mathematics	EVERYDAY MATH	SMALL GROUP	BEFORE SCHOOL
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	VOYAGER CAMBIUM LEARNING	SMALL GROUP	BEFORE SCHOOL

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

We have identified teacher 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, a math 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.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- 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.

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

Principal Jonathan Dill	Assistant Principal Shawna Myles, Andy Anderson
Coach None	Coach
ESL Teacher Pamela Rodgers	Guidance Counselor Barbara Lino
Teacher/Subject Area Lloyd Gilkes, ELA	Parent
Teacher/Subject Area Ms. Marshall, 6th Grade	Parent Coordinator Ms. Batts
Related Service Provider Linda Myers	Other
Network Leader Roberto Hernandez	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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	506	Total Number of ELLs	25	ELLs as share of total student population (%)	4.94%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

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
TOTAL	0																			

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
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: ____	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
TOTAL	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 Scaffolding, 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:

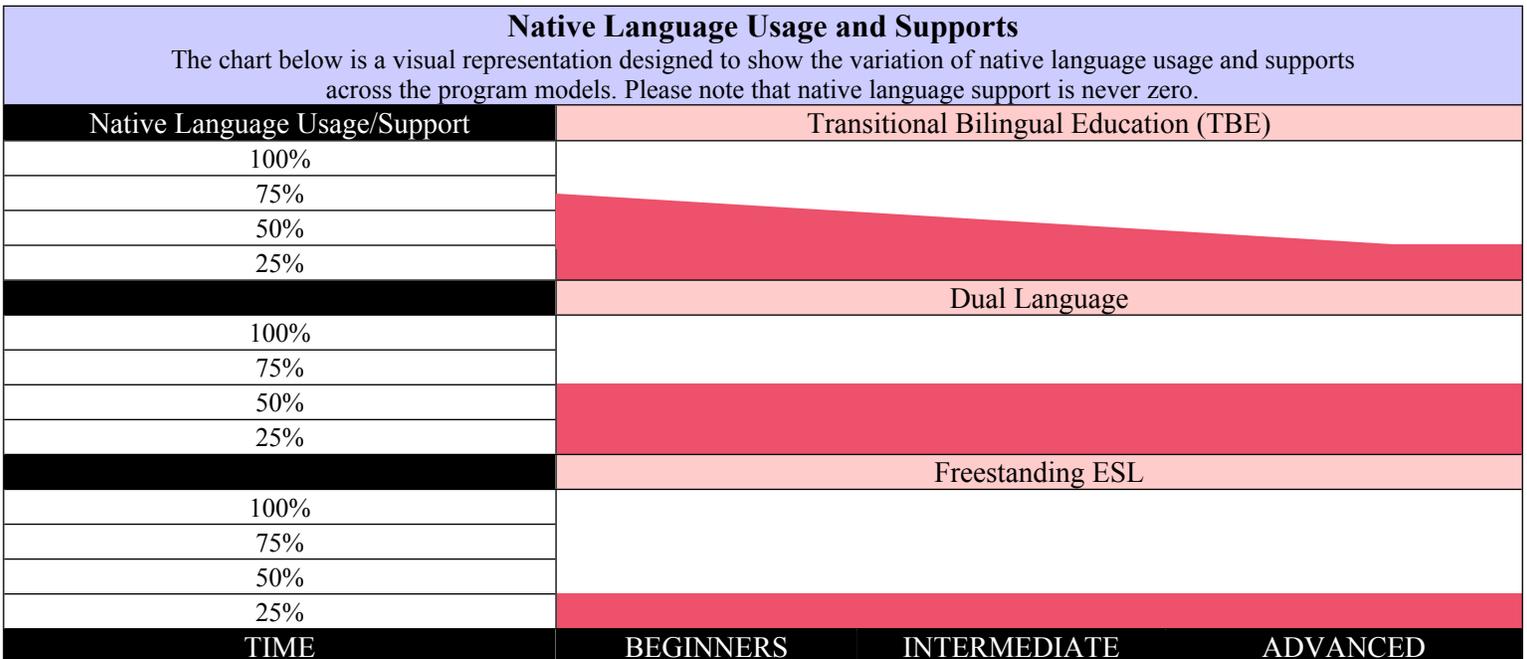
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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



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

B. Programming and Scheduling Information--Continued

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

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.

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 differentiate 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
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
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

School Name: _____ **School DBN:** _____

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

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

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

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.

