



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PS 298
DBN (i.e. 01M001): 23K298
Principal: JONATHAN DILL
Principal Email: JDILL2@SCHOOLS.NYC.GOV
Superintendent: MAURICIERE DEGOVIA
Network Leader: ROBERTO HERNANDEZ

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jonathan Dill	*Principal or Designee	
Renee Barnes	*UFT Chapter Leader or Designee	
Abbie Anderson	*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	
Aileen Cleveland	Member/ Teacher	
Natasha Capers	Member/ Parent	
Ms. Davis	Member/ Parent	
Diane Jennings	Member/ Parent	
Ms. Roundtree	Member/ Parent	
Mr. Biggs	Member/ Parent	
Rhonda Hooks	Member/ Teacher	
Renee' Barnes	Member/ Teacher	
	Member/	

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

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 23K298

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05,08	Total Enrollment	297	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	1	# SETSS	N/A	# Integrated Collaborative Teaching	14
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	14	# Drama	N/A
# Foreign Language	N/A	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.3%	% Attendance Rate		88.6%	
% Free Lunch	95.1%	% Reduced Lunch		1.9%	
% Limited English Proficient	4.9%	% Students with Disabilities		24.0%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		74.9%	
% Hispanic or Latino	21.6%	% Asian or Native Hawaiian/Pacific Islander		2.5%	
% White	0.5%	% Multi-Racial		0.5%	
Personnel (2012-13)					
Years Principal Assigned to School	1.18	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		2	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		8.3%	
% Teaching with Fewer Than 3 Years of Experience	10.8%	Average Teacher Absences		8.7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	4.9%	Mathematics Performance at levels 3 & 4		2.7%	
Science Performance at levels 3 & 4 (4th Grade)	70.7%	Science Performance at levels 3 & 4 (8th Grade)		31.0%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The 2012-2013 SCEP focused on developing units focused on the CCLS standards, as well as strengthening the instruction in the classrooms through rigorous instruction and differentiation. The professional development activities and common planning time allowed for the teachers to deepen their understanding of the CCLS standards and how to effectively implement them into the classroom instruction.			
Describe the areas for improvement in your school's 12-13 SCEP.			
The areas for improvement were twofold: Improve the instruction in the classroom through the implementation of the CCLS units and to develop the PBIS program to support emotional and behavioral needs in the school.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barrier to achieving the goals was the depth of the CCLS standards. The implementation of the standards has been a challenge due to a lack of the foundational skills in previous years to support the successful implementation of the standards on each grade.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
The goals were successfully implemented. Two units were developed and implemented across the grades. The PBIS program, CPR was created and implemented school wide. Parents partnered with the school to deepen their understanding of how to support their student outside the school through various workshops offered.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated barrier for implementing the school's SCEP is teachers must self reflect on their teaching practice and then take the necessary steps to adjust their instructional practice to meet student needs.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
The student academic achievement targets will be measured by an increase of 3% on the NYS ELA and Math tests, as evidenced through the State data reports			
Describe how the school leader(s) will communicate with school staff and the community.			
School Leaders will communicate the goals of the SCEP to the school staff and community through various meetings to be held, both during the school day and afterschool to discuss and develop the goals as identified by the needs set forth in the Quality Review and APPR goals.			
Describe your theory of action at the core of your school's SCEP.			
It is the school belief that through Professional Development and analysis of student's data/work samples, we can strengthen the instructional core program to meet the needs of all of our students. In addition, it is our belief that by using the CCLS standards and differentiated instruction, we will be able to see progress with our students growth.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategy for executing the SCEP is by completing the following steps: On-going professional development sessions for all teachers centered on strengthening the school's core instructional program and aligning it to the CCLS; providing students with enrichment opportunities as well as additional academic time on task to increase student performance; and working with our school's families to strengthen the home-school connection.			
List the key elements and other unique characteristics of your school's SCEP.			
Key elements of the school's SCEP is targeted Professional Development aligned to the CCLS and Afterschool Enrichment programs to benefit children through extra time on task in an academic setting.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Supervision of the implementation of the CCLS Standards will be conducted by members of the Instructional Leadership Team (Principal, Assistant Principal). Evidence of growth will be evidenced by 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			

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
School Leaders use a research based rubric as a formative assessment tool with a clear focus on deepening adult learning in order to improve instructional practice							
Review Type:	QR	Year:	12-13	Page Number:	4	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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		2.3 Systems and structures for school development
	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 80% of classroom teachers will examine the four domains of the Danielson Rubric and align the competencies in Domains2-3 to improve instructional practices in the classrooms, as evidenced by formal and informal observations by the Instructional Leadership Team.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Professional Development sessions based on various Domains/Competencies of the Danielson Framework; Use of ARIS Learns to support teacher growth and development as it relates to classroom instruction
B. Key personnel and other resources used to implement each strategy/activity
1. <i>The progress and effectiveness of the professional Development will be measured through the documents collected in the Advance system (teacher observation reports). These reports will be analyzed to see growth evidenced through teacher observations, as well as to identify ongoing areas in need of improvement. The first round of informal observations will serve as a baseline to assess current level of understanding by the staff and to identify areas of focus for Professional Development Sessions.</i>
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. <i>The progress and effectiveness of the professional Development will be measured through the documents collected in the Advance system (teacher observation reports). These reports will be analyzed to see growth evidenced through teacher observations, as well as to identify ongoing areas in need of improvement.</i>
D. Timeline for implementation and completion including start and end dates
1. October 2013-June 2014; Minimum 3 hours per month
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Tax Levy Funding will support these initiatives. Professional development sessions will be offered afterschool, using per session funds, as well as during the school day to ensure participation of all staff members. In addition, JOB ID# R39U will fund supplemental resources in support of this goal. Such resources will include professional texts for examination during professional development; paper for copies of professional readings/Danielson documents; and other resources identified as needs through observations by the Instructional Leadership. Texts for use in classroom to support instructional needs identified through Danielson walkthroughs will also be purchased to support continued instructional improvement.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
PF AIS	PF CTE	PF College & Career Readiness	PF Common Core				
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement				
PF Positive Behavioral Management Programs	PF RTI	X	PF Supporting Great Teachers & Leaders				

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Expand the instructional coherence across subject areas and grades through standards aligned curriculum to deepen cognitive engagement and accelerate academic achievement for all learners (Quality review Pg 4; Bullet 1.1)

Review Type:	QR	Year:	13-14	Page Number:	4	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

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

By June 2014 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.

Instructional Strategies/Activities

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

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

- Common Planning Sessions for all grades focused on Instructional planning of Common Core aligned programs and the Danielson framework; Grade Meetings focused on CCLS standards and how to align instruction to the standards. Teachers will engage in common planning time afterschool focused on Instructional Planning, in alignment with the new Core Curriculum programs and Danielson Framework. The Literacy Coach will provide PD opportunities for teachers to deepen their understanding of the CCLS standards and the new Reading/Math curriculums. The program Supervisor will work with teachers to ensure alignment to the CCLS standards, as well as to ensure focus on best instructional practices and differentiated instruction to meet students needs. The Supervisor will also discuss trends across the school community and guide the PD opportunities towards areas of need as identified by Danielson observations.

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

- Classroom Teachers; Literacy Coach; Instructional Leadership

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

- Post Unit/Chapter Test data from both the ELA and Math units will be analyzed to examine student progress throughout the units and to plan further instruction. 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.

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

- Implementation November- June, 2014

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

- Planning session will take place both in school, using coverage funds and afterschool, using per session funds to complete the activity. A supervisor will be present at all sessions to assist teachers in planning, aligning curriculum, and offering professional development to participants. JOB ID #GNMNZ, GNMQD AND GNMNU WILL FUND THESE INITIATIVES

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
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	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Ensure that teacher assessment practices reflect the use of on-going checks and analysis of student learning so that adjustments to student instructional practice are timely and increase mastery							
Review Type:	QR	Year:	12-13	Page Number:	5	HEDI Rating:	D

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.			
X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014 teachers will engage in student Inquiry work on a regular basis to examine student work samples; identify areas of strength and areas of challenge based upon data gathered from the work samples, and adjust instruction accordingly, as evidenced by lesson plans, meeting agendas, and coaching from Central/CFN/Literacy Coach.

Instructional Strategies/Activities

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

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

1. Inquiry Meetings weekly to examine student work and use assessments from CCLS aligned programs to adjust the instructional practices to meet individual and small group learning needs; with a particular focus on low level students. Teachers will engage in Inquiry Work; using student inquiry protocol to examine students work samples and adjust instruction accordingly. An Instructional Supervisor will work along with teacher teams to ensure alignment of Inquiry work to the CCLS standards and ensure that instructional decision discussed are aligned to student needs identified through data. The program Supervisor will also ensure that teacher teams are prepared and communicate trends across the school to other teacher teams.
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B. Key personnel and other resources used to implement each strategy/activity

1. Classroom Teachers; Literacy Coach; Instructional Leadership

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

1. Each Literacy and Math unit will include a pre assessment, 1-2 formative assessments and a summative assessment, which will serve as benchmarks and evidence of student growth throughout the units. Inquiry work will be focus on examining these assessments, as well as student work samples in between assessment, to adjust instruction and track student growth.
2.

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

1. October 2013- June 2014

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

1. Common Planning Time; Per Sessions Funds JOB ID GNNQ, GMJZ9, GMKW, AND GNMQ3 will fund these initiatives. Afterschool professional development occurs Tuesday, Wednesday, and Thursday afterschool where teacher teams across the grades meet to engage in the initiatives outlined above. A supervisor meets with the Teacher Teams to align the work to the CCLS. Additionally, JOB ID# R3BI will be used to hire consultants who will assist teacher in aligning the COMMON CORE instructional goals. The afterschool Inquiry Teacher Teams work in a collaborative manner to examine student work and adjust curriculum through lesson planning to effect positive instructional outcomes across classes/grades. Teacher teams are paid per session (utilizing lines named above) for their participation in the activity.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.								
X	PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	Title III	Grants

List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
X	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
School culture is evolving into a learning community that centers on different needs of students to support their academic and social emotional development (1.4)							
Review Type:	QR	Year:	12-13	Page Number:	3	HEDI Rating:	P

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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			X	5.3 Vision for social and emotional developmental health		
X	5.4 Safety				5.5 Use of data and student needs		

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.							
By June 2014 the scores in Engagement on the Learning environment survey will increase from 7.1 % to 7.5% or better, as evidenced by the Learning Environment Survey 2014.							

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.							
A. Strategies/activities that encompass the needs of identified subgroups							
1. Afterschool Enrichment programs will be conducted, focused on the interest of participating students, to continue to build a productive school environment that supports the social/emotional needs of the students. Students with behavioral challenges will be targeted for participation to encourage them to engage in proactive activity to build their social skills. Program support from a building supervisor will be intact to ensure quality of program offered.							
B. Key personnel and other resources used to implement each strategy/activity							
1. Classroom teachers; Instructional leadership							
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity							
1. Progress will be monitored by analysis of participation in the program; student surveys regarding program effectiveness, and a survey to obtain interests of students for extracurricular activities. Effectiveness of this strategy will be obtained through observation of the program, as well as by obtaining feedback from the participants.							
D. Timeline for implementation and completion including start and end dates							
1. January 2014- June 2014 T/TH Afterschool							
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity							
1. Per Session Funding; Supply Funding Tues/Thurs 3:00-5:00. JOB ID# GNNQ1, GNN6N, and GNMNU will fund these initiatives. In addition, JOB ID# R3BH will fund consultants who will help the school support the social and emotional needs of the students. A supervisor will oversee the program to ensure the instructional outcomes are aligned with the goals described above JOB ID# GNVRS. The supervisor will work in conjunction with the participating teachers and consultant to monitor the ongoing activities of the program and to analyze data from the program to ensure effectiveness and adjust program based upon identified needs.							

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.							
X	PF Set Aside	X	Tax Levy		Title IA		Title III
List any additional fund sources your school is using to support the instructional goal below.							
Supply Money							

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .						
	PF AIS	X	PF CTE		PF College & Career Readiness	PF Common Core
X	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school communicates high expectations for academic and personal growth to staff and families while developing supports to help them attain success

Review Type: QR	Year: 12-13	Page Number: 3	HEDI Rating: P
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

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

By June 2014 Parental participation in workshops will increase 5% from last year's attendance, as evidenced by sign in sheets.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Hire consultant groups to provide parent workshops on various topics to support their child's learning at home to provide integrated parental and community engagement workshops on academic success in all areas; in addition to ways for parents to support social and emotional growth. 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. Hold monthly Parent Association/ Parent Advisory Committee meetings that address parent and community issues.

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

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

1. Consultants from learning Leaders; Parent Coordinator; Instructional leadership

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

1. Parental participation in workshops will increase 5% from last year's attendance, as evidenced by sign in sheets. 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.

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

1. January – June 2014

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

1. Parent workshops will be held both during the school day and the evening to meet the varied needs of the parental community and their ability to attend. This initiatives will be funded by Job ID# GNMT6

Budget and Resource Alignment

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

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

Supply Money

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.
Due to our low state exam scores in ELA last academic school year (2012-2013), we decided to focus our efforts on ELA support for all students. We received an overall proficiency of 5% in ELA therefore our goal is to increase proficiency by 5% by the 2013-2014 academic school year.

Activities

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

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. We are using READYGEN for small group time, these are strategy groups focusing on the different challenge areas. These groups are created immediately following the whole group reading instruction based on teacher observations and formative data.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Our Interventionist/Literacy Coach Ms. Cooke

C. Identify the target population to be served by the ELT program.

1. Lowest third based on prior year ELA test scores.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	x	Tax Levy		Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

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

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

At this time we do not have any community partners.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

na

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Students will be offered the following venue of services: Afterschool tutorial, enrichment, and for social and emotional development.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Afterschool Enrichment programs will be conducted, focused on the interest of participating students, to continue to build a productive school environment that supports the social/emotional needs of the students. Students with behavioral challenges will be targeted for participation to encourage them to engage in a proactive activity to build their social skills.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

We will offer mentorship, peer mediator and shared decision making program for all students.

D. Are the additional hours mandatory or voluntary?

	Mandatory	X	Voluntary
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E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

This program will be messaged through backpack invitations to parent, our phone messaging system, and through our parent coordinators workshops. In addition it will be incorporated in our morning announcements.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

These will be offered in our AIS programs and afterschool programs.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
Progress will be monitored by analysis of participation in the program; student surveys regarding program effectiveness, and a survey to obtain interests of students for extracurricular activities. Effectiveness of this strategy will be obtained through observation of the program, as well as by obtaining feedback from the participants.				

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Voyager Cambrium Learning	Small Group	Afterschool/ Saturday Academy
Mathematics	Go Math- Reteach Resources	Small Group	Before School
Science	NA	NA	NA
Social Studies	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	True Transformation Coaching Consultant	Small Group/Individual as Needed	During School Day/ Afterschool

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development is at the heart of our effort to increase student learning. PD is offered to the teachers through grade meetings, common planning time, per session activities, and attendance at network and outside PD opportunities. PD is centered on deepening the understanding of the CCLS and the new programs aligned to the standards, as well as using data and student work samples to drive instruction.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All funds are used to support student learning in the classroom, as well as to support social/emotional development for students who have been identified as at-risk.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
PS 298 has full time PreK which supports the transition from preschool to early childhood programs. In addition, the parent coordinator works with CBO's in the neighborhood to ease the transition from preschool to Elementary school. A school open house is held for parents to visit the school prior to enrollment and Parent workshops are held for PreK parents on how to support students as they transition to the early childhood program.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers discuss the use of assessments at Grade meetings to determine which assessments to utilize. The MOSL team played an integral part in selecting the MOSL assessments to use as the rating tool for the teachers. Assessments from Ready Gen and Go Math are utilized to assess student growth through the units.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 23	Borough Brooklyn	School Number 298
School Name Dr. Betty Shabazz		

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

Principal Mr. Jonathan Dill	Assistant Principal
Coach	Coach
ESL Teacher Ms. Pamela Rodgers	Guidance Counselor Ms. Aileen Cleveland
Teacher/Subject Area Ms. Linda Mayers	Parent
Teacher/Subject Area	Parent Coordinator Ms. Joyce Batts
Related Service Provider Ms. Henry-Wright	Other Ms. Natalie Pool, School Psy
Network Leader(Only if working with the LAP team)	Other Alexis McLean, Occupational Th

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	257	Total number of ELLs	19	ELLs as share of total student population (%)	7.39%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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														
SELECT ONE														0
Pull-out	2	2	2	2	2	2			2					14
Total	2	2	2	2	2	2	0	0	2	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17	0	2	2	0	0	0	0	0	19
Total	17	0	2	2	0	0	0	0	0	19

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	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
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	4	1	3	1	1			1					15
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic				1		2								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	5	1	4	1	3	0	0	1	0	0	0	0	19

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2		3	1	2								9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		2	1			1								4
Advanced (A)	3	1		1					1					6
Total	4	5	1	4	1	3	0	0	1	0	0	0	0	19

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	1	0	0	1
4	1	0	0	0	1
5	1	0	0	0	1
6					0
7	2	0	0	0	2
8	2	0	0	0	2
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1				1
4	4								4
5	2								2
6									0
7	2								2
8	3								3
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1						3
8	1		1						2
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tool P.S. 298 used to assess early literacy is NYC Performance Assessment: Informational Reading and Writing Performance Task. The data from the exams shows that most ELLs are not reading on grade level (one to two grade levels below). They are also having difficulty understanding vocabulary and using information notes from small/whole group discussions to complete the writing tasks. This data gives us an insight into the academic needs of ELLs at our school. It will help us design an instructional focus that will provide ELLs with learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline. We will plan ELL instruction with rigorous, grade appropriate lessons. The plan will include instruction that carefully supports their understanding and use of emerging language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The LAB-R reveals that new ELLs have not developed vocabulary and comprehension skills in the English language. The NYSESLAT scores shows that students do make progress in all areas of listening/ speaking and reading/writing. As ESL instruction and years of exposure to English continues.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As NYSESLAT patterns of proficiency increase, the instructional focus must include designing learning opportunities that intentionally integrate reading, writing, speaking, and listening practices. Instruction will gradually become more rigorous as students begin to improve and have a greater understanding of the language. These instructional decisions will include being taught the strategies to build understanding from complex text to participate in discussions and to have the ability to express themselves in writing, leading to student independence. We use the AMAO to drive instruction and help design a plan so that the goals and expectations for each student meets the individual need for that student.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. The patterns across proficiencies show gains each year. Students tend to move from one proficiency level, to a higher proficiency level (usually the next level) each year. Those whose proficiency level remains the same, their scores show that in all modalities their levels increase from the previous year. Their ability to use and understand the English language shows a marked improvement.

Since this school only offers a Freestanding ESL Program students are not tested in their native language.

B. Our school does not give an ELL Periodic Assessment every year. However, in the past when Periodic Assessments were given the results were used to make the necessary adjustments to meet the needs of an individual student.

C. Periodic Assessments (when given) show that gains are taking place throughout the year. Students are adjusting to their new environment and emerging into the English language. It also shows where students are not making gains and where more help is needed in the areas of weakness such as reading comprehension, vocabulary and writing.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Weekly meetings with the LAP team (school providers) work on problem solving. The team works on ways to solve some of the difficulties ELLs are having. The team looks at understanding the external and/or the environmental factors that affect the opportunity

to learn. The team members work on familiarizing themselves with cultural and linguistic diversity in order to understand the needs of ELLs. Classroom teachers work in collaborative groups with the ELL teacher to develop a plan based on student data. Guided instruction using common core instruction, targeting the areas where the data shows there is a need for improvement. Using re-evaluation to see if there are improvements.

6. How do you make sure that a child's second language development is considered in instructional decisions?

By providing ELL students with English language instruction that provides students with oral and written access to their native language. Using articles that are written in the native language for students to refer to in order to get a better understanding of the

lesson presented in English. If the native language is not available, than providing other tools so that students have access to their native language, is also part of the plan. For example using computers for research and reference, native language dictionaries and glossaries, hands on manipulatives, recordings, etc.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELL program by looking at the gains on the NYSESLAT (and other assessments given throughout the year). Determining which students showed growth and where students need improvement. The ELA, Math, and Science scores are also considered. We also look at an ELLs social growth, looking for student independence and reflection on the own thinking and learning.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students are initially enrolled by the school's pupil secretary. Parents are required to complete a Home Language Identification Survey (HLIS). We use this survey to identify students who may have limited English proficiency. At the time of enrollment, the licensed/certified ESL teacher meets the parents and student(s) and interviews them, determining the native language of the family/student and any schooling the child has had in the US and abroad. Also ensuring that the parents have completed the HLIS accurately. Based on the interview with the student /parent 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 the potential ELL is identified they are administered the Language Assessment Battery (LAB-R) test within ten days of the enrollment. The LAB-R raw scores are used to determine the student's proficiency level and entitlement to the language services offered by the Department of Education. Our school provides a translator when necessary for Spanish speaking parents that enroll their children in the school. Translation at enrollment is done by our certified bilingual/SETTS teacher . Parents whose native language is other than Spanish is referred to the DOE translation services. However to date we have not had any enrollments that required any other translation other than Spanish. All new admits who are given the LAB-R and score below proficiency on the LAB-R must be administered the Spanish LAB at the time of initial enrollment to determine language dominance for instructional planning. All LAB-R determination and testing is done by the certified ESL teacher. All 3 program types are explained by the ESL teacher. Although our school only offers the Freestanding ESL Program, parents are offered the other options as well. 100 percent of the parents at our school choose the Freestanding ESL option.

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.

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 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, (The Parent Orientation video), provided by the DOE explaining each program curriculum. Parents are informed that they are the sole determinants of the programs their children receive, initially, and in subsequent years. During the orientation, the school provides parents with information on standards and

assessments. ELLs are placed in the parent's program of choice within 10 days of enrollment. Once parents are informed of all 3 program options by the ESL teacher the parents are given a Parent Survey and Program Selection Form to indicate their program choice. Our outreach program is supervised by the parent coordinator and the ESL teacher. The outreach assists parents who may request to remove their child from a TBE or DL programs, receive information in their native language or attend ESL workshops. Open School Night is also used as an opportunity to reach out to parents and invite them to workshops, and programs that involve ELLs. There is a PTA room within the school which offers computer access to all DOE information for parents in their native language.

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

Parents are given the opportunity to think about which program to choose, although all parents choose the program offered at the school (Free-Standing ESL). Once a decision is made parents are given an entitlement letter (provided by the DOE) in their native language (if requested) and in English at the end of the presentation or at the time of enrollment. For parents who do not attend the presentation, a list of explanations of program options and entitlement letter are sent to the parents via mail. An entitlement letter and choice of program may be sent with a child to be signed and returned. Once parents sign the entitlement letter the letters are filed with the ESL teacher with copies forwarded to the main office where they are secured and filed. The ESL teacher will ensure that all forms are returned and collected. Open School Night is also used as an opportunity to distribute entitlement letters and signatures collected on the spot and filed. signed entitlement letters are securely filed with the ESL teacher and in the main office with the pupil secretary.

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.

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. If the HLIS indicates that a language other than English is spoken in a child's home the child is administered the LAB-R to determine the English proficiency level. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. The raw score of the LAB-R test determines the fluency level (beginning, intermediate or advanced) of the student. A determination is made, based on the results of the LAB-R scores, if the student is entitled to ESL services. This is then used to help parents decide which of the recommended programs will be the best one for their child. Once a student is identified as an ELL the Parent Survey and Program Selection in the designated screen in ATS (ELPC) is completed. The parent choice is entered into ATS within 10 days. The Parent Survey and Program Selection Form of parent's preference of the ELL program is completed within 10 days and the form is retained in the student's permanent record for official access. Any necessary updates are completed within 20 days. Entitlement letters are then given to parents (via child or mail). Parents are also informed by letter of continued entitlement that their child will continue to receive ESL if necessary (based on their NYSESLAT scores). All letters are given in English and the native language and all translated services pertaining to entitlement or Parent Survey Form choices are translated as follows: In Spanish by the Bilingual/SETTS teacher or the pupil secretary. All other languages are printed in the native language and distributed to parents. If any parents request a translator (other than Spanish) the school will request a translator from the DOE or give parents the necessary information where they can go to receive such services offered by the DOE. All entitlement letters are retained and filed with the main office and the ESL teacher.

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

The NYSESLAT is administered annually. The test is administered by the ESL teacher. The speaking part of the test is given first.

It is administered individual with two teachers present (this year following new testing rules), The ESL teacher and another certified teacher who observes and records student answers. The listening, reading and writing parts of the exam are given on separate days. Each part (reading, writing and listening) are given separately. Students are tested by grade in the ESL classroom. All exams are collected and locked in a secured location each day. If a student is absent a make-up time is given to ensure all students are tested within the testing window.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

P.S. 298 offers a Free-Standing ESL Program. The program trend that 99 percent of parents have preferred is the Free-

Standing ESL Program. Only one parent transferred their child to a bilingual program after receiving a year of ESL Freestanding ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a.) P.S. 298 is a Free-Standing ESL Program. A pull-out model (with a push-in option when necessary) is used. Students are pulled out of their classrooms and receive services in a separate location (classroom) for ELA . The ESL teacher works in collaboration with the classroom teacher and plans lessons with provisions provided for ELLs.
 - b.) Groups of students are placed together according to proficiency levels and age/grades are considered when grouping. There are heterogeneous group in grades K-3.
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)?

At the beginning of the school year classroom teachers and the ESL teacher work collaboratively to design their schedules so that mandated minutes of instruction can be provided to meet each individual's need. The ESL mandated schedule is as follows:

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

All content areas are delivered in English. To make content comprehensible to foster language development while meeting the demands of the Common Core Learning Standards, we incorporate the Universal design of Learning (UDL) to meet individual student needs. Some examples of instructional approaches we use are : a) Multiple means of representation, customizing display information, alternative visual and auditory information. b) Multiple means of action and expression (options using physical actions, varying the method of response, and assistive technologies. c) Multiple means of engagement (optimizing individual choice, relevance, value and authenticity and minimizing distractions).

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

Since only offer one program (Free-Standing ESL) we do not evaluate students in their native language throughout the year. Students are evaluated (LAB-R) in their native language (Spanish only) at the time of their initial enrollment.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are evaluated in all four modalities through varies ways: a) teacher observations b) periodic assessments and the NYSESLAT exam c) end of the lesson/unit assessments d) portfolios/artifacts such as a collection of student work that is reviewed to ensure students are making academic gains.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

c.) Students receiving services for 4 to 6 years focuses 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. Our plan also includes using Danielson's Framework where students are engaged in more rich and rigorous conversations. Students work on building knowledge through content-rich nonfiction, informational and literary texts. Students will use reading and writing grounded in evidence from text.

d.) The plan for long-term ELLs includes a staircase of complexity. Preparing students for the complexity of college and career readiness. Using central, grade appropriate text around which instruction is centered. Appropriate and necessary scaffolding and

supports are provided.

e.) The plan for former ELLs is to continue providing support services using a combination of all of the Common Core instructional shifts. Students will be supported with a rich and rigorous conversations as they continue to develop habits for making evidentiary arguments in conversation and writing. Balancing informational and literary texts, content areas will emphasize literacy experiences. Students will learn through domain-specific texts in science and social studies. A focus on building on vocabulary and constantly building students ability to access more complex texts.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies used are based on the UDL Guidelines as follows: 1.) Provide multiple means of representation. 2.) Provide multiple means of action and expression. 3.) Provide multiple means of engagement. Grades K-5 (including ELLS-SWDs) use the DOE Ready Gen (eration) Reading Ready Program while grade 8 uses Expeditionary Learning.

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

Teachers meet once a week as a group and then once week by grade, during a common preparation period, where planning curriculum, instruction, and any scheduling changes are made to meet the needs of each student and their IEP goals.

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

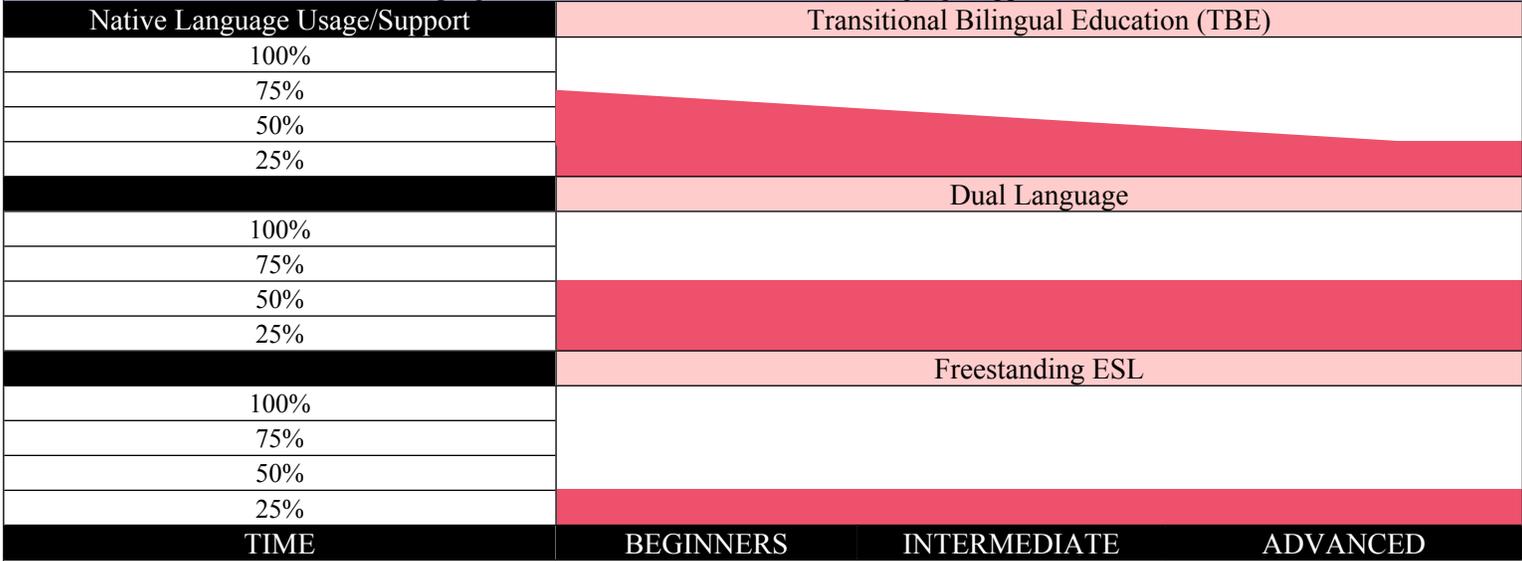
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The targeted intervention programs offered are as follows: 1.) Daily pull-out small group instruction. Students receive small group instruction in a separate location in the school (ESL classroom) where students receive services in ELA, and content areas. 2.) 37 1/2 minutes of instruction in the morning before school officially starts. It is offered four days a week. Small groups of 10 or less work together to solve any academic problems the student may be having and to answer any questions they may have. 3.) Extended Day After School Program is offered three days a week for 2 hours after school (3:00-5:00). The program focuses on ELA and Math test preparation. More program interventions may be offered in the future.

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

Our program offers instruction that 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. It is effective because the overall goal of ESL instruction is the acquisition of linguistic and communicative competence. Instruction is built around real-life, purposeful experiences and activities. A standard-aligned curriculum for ELLs is rigorous, grade-level appropriated and provides deliberate and appropriate scaffolds in both ELA and content subjects. Students continue to make gains in proficiency.

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

Two new reading programs are being implemented this year. Ready-Gen(eration) Literacy for grades K-5 and Expeditory Learning for grade 8.

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

Currently there are no programs that are being discontinued.

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

ELLs receive all school services that are offered to general population of students Programs that are offered to all students are; 37 1/2 minutes of morning instruction, Extended Day After School Program for ELA and Math, physical therapy services, speech therapy and resource services (SETTS).

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

ELL instructional materials available to ELLs are textbooks, class libraries which include some books in the native languages, translation dictionaries and glossaries. Computer technology is offered to all students which includes audio records (DVD players), laptops, Smart Boards and televisions.

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

Students have access to computers and a limited amount of native language internet programs that offer grammar exercises.

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

Students are grouped according to proficiency levels. Within proficiency levels student ages and grades are the same or no more than one age/grade above or below. Grade level instructional materials are used as a guideline for all instruction. Instruction is differentiated within the groups to assist the different entry levels within a group.

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

There are currently no activities targeted specifically for ELLs before the beginning of the school year. ELLs are encouraged to participate in all activities that are offered to the general student population throughout the year.

18. What language electives are offered to ELLs?

There are no other languages offered at this school. (P.S./ I.S. 298 was truncated in 2012. It is an elementary school with one eighth grade).

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1-2. There is one certified ESL teacher in the school. Currently the school has not discussed any specific professional development plan for the ESL teacher. However, the ESL teacher attends monthly meetings offered by the CFN. Currently the ESL teacher attends a once a week professional development meeting with the classroom teachers.

3. Assessment records/portfolios are sent to schools where the ELL will attend

4. Non-ELL teachers are provided training during the weekly teacher common preparation periods where teachers plan weekly lessons. .

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. There is no specific ELL parent involvement in the school. However, parents of ELLs are invited to programs that are offered by the city and other organizations outside the school. Parents including parents of ELLs are invited to activities such as:
 - a.) Families as Learning Partners where families are invited to come and share in the learning with their child.
 - b.) Read-A-Thon/Slumber Party where parents bring a book and read with their child.
 - c.) Open School Day/Evening where parents can discuss their child's academic success and where their child needs improvement.
 - d.) Breakfast with the Principal. Parents can socialize with the principal and discuss upcoming changes to the school.
 - e.) Parents Association/PAC Meetings where parents can discuss any concerns and offer their support and expertise to the school.Also plan upcoming fundraisers and events for the students.
 2. Currently the school does not partner with other organizations. However future plans will include outside organizations.
 3. Parent's needs are evaluated based on their requests or questions of concern about their child and/or school. We discuss any issues concerning ELL and SWD during our Weekly Providers Meetings/LAP Team meetings and IEP meetings.. Student/parent issues are evaluated so that solutions and or plans are made to help meet the needs of the family.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 298

School DBN: 332300

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jonathan Dill	Principal		11/7/13
	Assistant Principal		
Joyce Batts	Parent Coordinator		11/7/13
Pamela Rodgers	ESL Teacher		11/7/13
	Parent		
Sharon Henry-Wright/SETTS	Teacher/Subject Area		11/7/13
	Teacher/Subject Area		
	Coach		11/7/13
	Coach		
Aileen Cleveland	Guidance Counselor		11/7/13
	Network Leader		
Natalie Pool	Other <u>School Psychologist</u>		11/7/13
	Other <u>Physical Therapist</u>		11/7/13
Linda Mayers	Other <u>Speech Teacher</u>		11/7/13
Alexs McLean	Other <u>Occupational Ther.</u>		11/7/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **23K** School Name: **298**

Cluster: _____ Network: **CFN611**

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 a 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.

