



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)
TITLE I APPENDIX FOR SIG COHORT 4/5 AND SIF SCHOOLS

DBN: (i.e. 01M001): **23K298**

School Name: **THE BETTY SHABAZZ SCHOOL**

Principal: **JONATHAN DILL**

Outline of SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

Section 1: School Information Page

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Section 1: School Information Page

School Information

School Name: P.S. 298 School Number (DBN): 23K298
School Level: Elementary Grades Served: K-5
School Address: 85 Wakins Street
Phone Number: 718 495-7793 Fax: 718 566-8770
School Contact Person: Jonathan Dill Email Address: Jdill2@schools.nyc.gov
Principal: Mr. Jonathan Dill
UFT Chapter Leader: Hillary Reyes
Parents' Association President: Abbie Anderson
SLT Chairperson: Abbie Anderson
Student Representative(s): _____

District Information

District: 23 Superintendent: Mauriciere De Govia
Superintendent's Office Address: 1665 St. Marks Avenue, Room 125 Brooklyn, N.Y. 11233
Superintendent's Email Address: mdegovi@schools.nyc.gov
Phone Number: 718 240-3677 Fax: 718 385-3768

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Mr. Ruiz
Network Number: 611 Network Leader: Deborah Schaefer

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jonathan Dill	*Principal or Designee	
Hillary Ricketts	*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	
Khadjah Anderson	Member/Parent	
Adele Pearson	Member/ Parent	
Doreen Felix	Member/Parent	
Dannie Briggs	Member/Parent	
Ms. Rhonda Hooks	Member/	
Ms. Annette Cooke	Member/	
Ms. Patricia Parker	Member/	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

Title I Appendix for SIG Cohort 4/5 and SIF Schools

The SIG Cohort 4/5 and SIF plans are meant as tools to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP Title I Appendix development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The SIG Cohort 4/5 and SIF plans will serve as the whole school reform models and will reflect this focus. The plans should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor's [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement.

The Six Elements of the Capacity Framework

- **Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
- **Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
- **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
- **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
- **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
- **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators, and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for the Development of the SCEP Title I Appendix for SIG Cohort 4/5 and SIF Schools

SLTs will utilize their SIG Cohort 4/5 and SIF plans as their whole school reform model and will complete an SCEP Appendix to address the federal requirements for Title I and NCLB. SLTs have the option to either reference information from their approved SIG or SIF plan within the Appendix or craft their own statements to respond to each required element. You can find the approved plans posted on the following websites:

SIG Cohort 4: <http://www.p12.nysed.gov/turnaround/SIG4.2Applications.html>

SIG Cohort 5: <http://www.p12.nysed.gov/turnaround/SIG5Applications.html>

SIF Round 3: <http://www.p12.nysed.gov/turnaround/SIF3.html>

School Leadership Teams should engage in the following steps related to their SIG/SIF plans and SCEP Appendix:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, incorporate these findings as you begin to develop your annual SIG/SIF renewal plan. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 3:** Revisit your school's initial SIG/SIF goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC) and ELT program description.
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the

action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	T.C. Running Records, Baseline Assessments, Wilson Phonics Program, push in intervention	Ready Gen & Teachers College Writing Units	Small Group	During School Day
Mathematics	Baseline Assessments	Go Math- Reteach Resources	Small Group	During School Day
Science	Teacher made Test & End of the unit test	Harcourt Science	Small Group	During School Day
Social Studies	Teacher made test & End of the unit test	Harcourt	Small Group	During School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior & Family Crisis	Conversations, Grief Counselling, Temporary Housing & Strategies to reduce behavior problems, Citizenship, Pride & Respect. The C.P.R. program is a program aimed at influencing and changing the way students see themselves and their school, and how they interact with one another.	One –to-one	During School Day Once per week or as needed

Section 5: Expanded Learning Time (ELT) Program Description

(Required for All Priority Schools)

Directions: Expanded Learning Time (ELT) activities are enriching educational experiences that happen outside of the traditional classroom and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth in students. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority Schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Complete the sections on this page to demonstrate how the school will meet these requirements.

When completing this section, you may reference your approved SIG/SIF plan, which may address ELT in the following sections:

- Section A. School Overview
- Section F. Partnerships
- Section H. Educational Plan, under Section III. Use of Time
- Section K. Project Plan and timeline in the section which discusses “leading indicators”
- Approved Budget Narrative

Part 1 – ELT Program Goal(s)

Describe the identified goal(s) of the ELT program for the 2014-15 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June, 2015 the percentage of students proficient in ELA will increase by 3%, as measured by the New York State ELA Exam. By June, 2015, the percentage of students proficient in math will increase by 3% as measured by the New York State Math Exam.

Part 2 – ELT Program Description

Part 2a. Identify the target population(s) to be served by the ELT program.

The target populations to be served by the ELT program are students in grades 1, 2, 3, 4, & 5 with a specific focus on students who scored either a level 1,2, or low level 3 on the NYS ELA and math assessments. Students with behavioral challenges will be targeted for participation to encourage them to engage in a proactive activity to build their social skills.

Part 2b. Describe how the school will meet the following SED requirements for an ELT program in a Priority School:

- Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging.
- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

The school will meet the SED requirements for an ELT program as a priority school by conducting both an after school enrichment program and a Saturday School (academy) Intervention program that will focus on the academic interests of participating students while continuing 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. We will integrate academics, enrichment, and skill development through hands-on experiences such as use of manipulatives, technology, that will make learning relevant and engaging through the use of resources suited for enrichment and skill building.

The Saturday School (academy) Intervention Program is comprised of targeted math and focused reading intervention.

This program will help students to strengthen what they already know how to do in reading and teach them additional strategies and skills that they still need to master. Students will gain the important reading comprehension strategies and skills that make a good reader while building their fluency and vocabulary, too. Some of these strategies include using visual clues, understanding the author's point of view, and making inferences from the text. Each literacy and math lesson includes a pre-assessment, a formative assessment, and a summative assessment which will serve as benchmarks and evidence of student growth through the units.

Funding for consultants will be an additional resource as these consultants will help the school support the social and emotional needs of the students in conjunction with our behavior modification value system – CPR which focuses on citizenship, pride, and respect. Since all students are provided with a passport to capture their evidence of demonstration of these core values, this effort will also be utilized in both programs.

In class celebrations/assemblies will occur for these programs to highlight the improvement of students academically and socially while identifying students with perfect attendance and/or improvement in attendance in these programs.

Instruction in the core academic subjects offered in these programs will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Part 2c. Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
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If the ELT program is voluntary, indicate how you will offer the program to all students and actively encourage their participation, with the goal of serving at least 50% of students.

The program will be offered to all students by a letter of invitation with accompanying permission slip, use of the School Messenger to announce these programs, biweekly school newsletters, intercom announcements during parent/teacher conferences, and direct conversation with parents/guardians to meet the goal of serving at least 50% of the students.

Part 3 – ELT Program Implementation and Oversight

Part 3a. Who will implement the ELT program? Who will oversee the program?

- Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
- If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.

The principal and assistant principal will implement and oversee the program. Teachers will be invited to apply for a position within both of the programs through job postings in the school and throughout the district and intercom announcements.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

Resources include five teachers per program, one school aide per program, one supervisor per program, and snacks provided by the Office of School Food & Nutrition for both programs. Funding will be needed to purchase student materials such as workbooks, teachers' guides, and other materials.

Part 3c. Timeline for implementation and completion, including start and end dates.

After school began on November 5, 2014 and will end on April 2, 2015. The program will run from 2:35 p.m. to 4:35 p.m. on Wednesdays and Thursdays. Saturday School (academy) began on November 8, 2014 and will end on April 18, 2015. This program will run from 9:00 a.m. until 12:00 p.m.

Part 4 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support to support the ELT Program.

	21st Century		Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E
	Title I 1003(a)		Title III		PTA Funded	X	Grants		School Success Grant		In Kind

List below any additional fund sources that will be utilized to support achievement of the goal.

SIF Grant Funding

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

A midpoint benchmark is January 28, 2015. At that point, students in grades 3, 4, & 5 enrolled in the after school program will take a second practice test in both ELA & math simulated to the NYS assessments. Each timed simulated test will take three (3) days. Testing will be completed by February 12, 2015. The goal is to see 3 % improvement in both ELA & math.

Part 5b. Complete in February 2015.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- When completing this section, you may reference your approved SIG/SIF plan, which may address Title I program information in the following sections:
 - Section E. Instructional Staff under Sections II. & IV.
 - Section G. Organizational Plan under Section I. Training Support and Professional Development
 - Section H. Educational Plan under Section I. Curriculum, II., Instruction and VII., Parent and Community Engagement

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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 turnkey this information to the members of their respective grades. The teacher leaders attend professional development provided by a Teaching Matters consultant, Teachers College in Writing and Metamorphosis.

2b. 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. Teachers were provided a survey to provide their input into their needs as a staff to develop professionally. Based on the information attained from the survey, the Advance ratings, and student data, a monthly a professional development calendar has been created to ensure that we meet the needs of the teachers.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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 Pre-K 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.

4b. 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, Teachers College Running Records, Teachers College Writing Rubrics and Go Math are utilized to assess student growth through the units.

4c. "Conceptual" Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	245,050	X	
Title I School Improvement 1003(a)	Federal	16,961	X	p.12
Title I Priority and Focus School Improvement Funds	Federal	62,660	X	p. 10
Title II, Part A	Federal	145,493	X	
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,282,674	X	p.8

¹**Explanation/Background:**

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 7: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 298]**, 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 the school and the families. The 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 the school community. **[P.S. 298]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

[School name], 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

Principal 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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17	0	2	2	0	0	0	0	0	19

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	17	0	2	0	0	0	0	0	19	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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	
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
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/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

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:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

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 various 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:

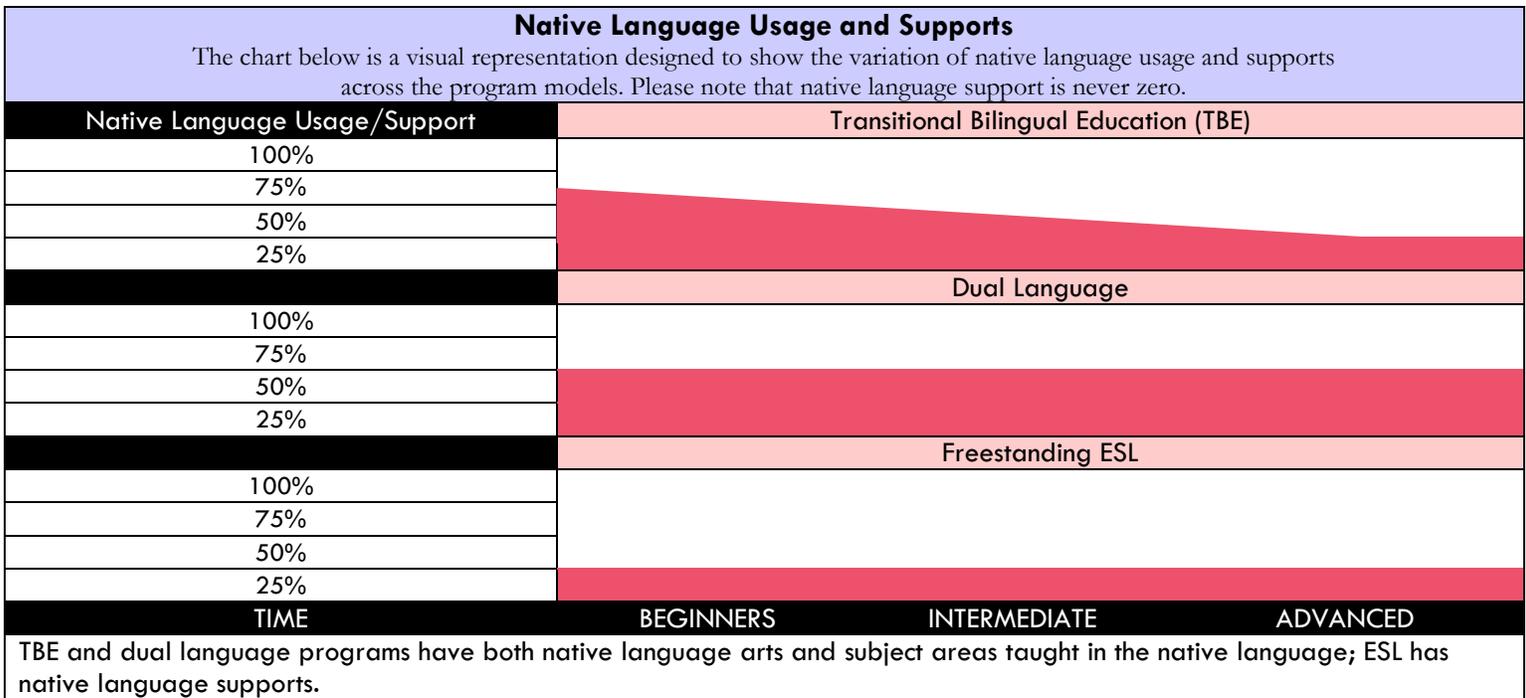
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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 Expeditary 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; 37i/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 withing 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 activites targeted specifically for ELLs before the beginning of the school year. ELLs are encouraged to participate in all activities that are offered to the genral 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 eight 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.

