



P.S. 398 WALTER WEAVER

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: P.S. 398 WALTER WEAVER
ADDRESS: 60 EAST 94 STREET
TELEPHONE: 718-774-4466
FAX: 718-467-4018**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K398 **SCHOOL NAME:** Walter Weaver School

SCHOOL ADDRESS: 60 EAST 94 STREET, BROOKLYN, NY, 11212

SCHOOL TELEPHONE: 718-774-4466 **FAX:** 718-467-4018

SCHOOL CONTACT PERSON: Diane Danay-Caban **EMAIL ADDRESS:** DDanay@school.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Cecil Payne

PRINCIPAL: Diane Donay-Caban

UFT CHAPTER LEADER: Katrina Foye

PARENTS' ASSOCIATION PRESIDENT: Ann Marie James

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** CFN 605

NETWORK LEADER: Wendy Karp

SUPERINTENDENT: Rhonda Hurdle Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Diane Danay-Caban	*Principal or Designee	
Katrina Foye	*UFT Chapter Chairperson or Designee	
Ann Marie James	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Debra Geathers	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	
Patricia Sayers	Member/Parent	
Pauline Cameron-Hall	Member/Parent	
Cecil Payne	Member/UFT Member	
Franklin Darby	Member/UFT Member	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Walter Weaver Elementary School also known as P.S. 398 is located in the Crown Heights section of Brooklyn, New York. The school services approximately 400 students in pre-kindergarten to 5th grade whom are of African-American and Caribbean decent. The school has a distinctive architectural design with classes housed in an open module setting which was built in 1977. A clean learning environment is evident throughout the school with the enhancement of qualitative student art and academic work displayed.

We feel it is important that we build a strong home and school connection. Our school aims to collaborate with parents and the surrounding community to create a safe, supportive, nurturing environment which respects the individuality of our students. Our mission statement declares, *"Our entire school community is dedicated to achieving high standards of academic excellence for all of our students. Through professional, high quality, standards-based, data driven instruction and a nurturing environment, we will create life-long learners who are equipped with the civic, social, and technological skills needed for the future."* To achieve this mission, students are placed in an instructional program that integrates academics, technology, related and support services, occupational and physical training, recreational and community based instruction.

We support the Chancellor's, Superintendent's and our Learning Support Organization's instructional initiatives which are to:

- ü Ensure student literacy with an emphasis on early childhood and the arts
- ü Develop innovative programs for students with special needs
- ü Expand the use of technology instruction in the classrooms
- ✓ Implement rigorous performance standards for all students
- ✓ **Assure students are systematically assessed in all academic areas and then use data to differentiate instruction**
- ✓ Prepare students for high stakes assessments to enable them to meet the Chancellor's promotional standards

According to our last Quality Review report, our school has strong and effective leadership, well designed professional development customized for instructional impact, well monitored instruction, and has forged strong partnerships with outside agencies that provide good support for students' academic and social development. It has a particularly effective partnership with the Building

Educated Leaders for Life (BELL) program, which addresses academic and behavioral issues to improve students' achievements, self-esteem and life opportunities.

Our staff consists of highly qualified, dedicated individuals whose goals are to provide each child with the opportunity to maximize his or her potential. We strive to provide our students with the capacity to develop physically, emotionally and academically in a safe, orderly, creative and non-threatening environment.

The school receives support from a growing number of parents and provides information for parents about the learning goals set for their children through Parent/Teacher Conferences, report cards, progress reports, Individual Educational Plans, interim assessment reports, workshops and through ongoing personal contact.

School improvement strategies are based on diligent, systematic monitoring and measures to build commitment to foster learning and respect. The school is seeking to refine its use of data to compare its progress over time and build on systems for analyzing data and setting goals to achieve consistency in identifying and sharing learning goals for students. Because our population is quaint we get to know our students in a more intimate way. This mission is encapsulated in our theme, **Small School , Big Dreams** .

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
(As of October 31)				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Strengths and Accomplishments: This past year we have set new goals and achieved all of them. We realized our goals in ELA and increased student literacy progress. All teachers in K – 5 (100%) implemented revised literacy curriculum maps that included Treasures Reading Program, Foundations, and 100 Book Challenge. Revised curriculum maps in K-2 included Foundations and Treasures Reading Program In grades 3- 5 revised maps included the 100 Book Challenge and Treasures Reading Program

By June 2010, 100% of our teachers in grades K-5 were implementing the revised ELA curriculum maps. This success can be attributed to extensive professional development and training opportunities that we offered our teachers throughout the year.

As a result of the new revised curriculum maps we were able to address literacy issues early on in the 1st grade. During the year, our first grade inquiry team examined students' data and noticed that 1st grade boys lagged behind 1st grade girls by 19%. It was noted that in one class the teacher implemented the revised curriculum maps while the other teacher did not implement the revised maps fully. We addressed this by providing training, and insuring that the revised curriculum maps were adhered to. By the end of the spring term, the boys made up the stagger by 24% points to close the gap and lead the female students by 5% points.

We also were able to hire a Reading Recovery Teacher from our staff who met with those first grade students who did not progress as well as the rest of the first grade. These students (12) twelve in all, were given one on one training/tutoring with a licensed trained Reading Recovery Teacher.

The benefits of the revised curriculum maps were also noticed with special education students. For example, in 3rd grade, the students with special needs make up 16% of the student body. According to Fountas and Pinnell Running Records, in the fall 71% of special education students were reading on grade level, while 69% of their general education counterparts were reading on grade level. By the spring, 89% of the students with special needs were reading on grade level; 88% of the general education students were reading on grade level.

To support both the implementation of the revised curriculum maps and improving our students' independent reading skills the administration did or insured the following:

- 1) Administration reviewed student reading logs monthly
- 2) In grades K – 2 students read and wrote a 3 – 4 line summary daily

- 3) In grades 3 – 5 students read independently, and for every 30 minutes of independent reading, students gained 2 steps based on the 100 Book Challenge tracking system for independent reading; the weekly goal was 10 Steps
- 4) The Steps were recorded on the Class Status Forms, which were input in the KidPace database and monitored by the administration on a monthly basis
- 5) Based on data received from the KidPace database, 17% of the students have exceeded the target goal of 250 Steps
- 6) In our mid-year review our data showed an increase in the number of students reading daily, and as a result we revised our action plan to include independent reading during the 37 ½ minutes

In addition to using revised curriculum maps, our teachers use data from different sources i.e. ECLAS, Acuity, Scantron, Reading levels, Treasures, 100 Book Challenge to inform their instruction and planning. We provided our teachers with trainings that help them to successfully analyze the data and integrate the information to inform their planning and instruction to:

- Group students for instruction
- Plan guided reading for the Treasures Reading Program
- Identify literacy goals
- Differentiate learning goals

A special focus was placed on vocabulary development. After carefully studying our students learning styles, vis-a-vis the Inquiry Team, we discovered that this was an area of concern. Students were not making sufficient gains in this area of understanding and also how language works. We spent funding on language arts textbooks for the third, fourth and fifth grade. We also spent funding on materials and devoted the 37 ½ minute extended time school to instructing our students in both language arts as well as vocabulary development.

Another area of concern at P. S. 398 was the safety issues at our school. By monitoring more closely the behavior and discipline patterns and incidents at P. S. 398 we were hoping that the impact of a more 'settled and safe environment' would also impact on students learning. We have set a goal via the PPR to decrease the number of occurrences at P. S. 398.

We have exceeded this goal in decreasing the number of safety incidents by 25%. There was a reduction in the number of incidents from 179 during the school year 2008 – 2009 to 114 from September 8, 2009 to June 28, 2010, as evidenced in the OORS Summary Report 2009 – 2010.

We noted a decline in the number of incidents in our data in January. There was a decrease by 41% in student incidents during the period September – January of 2009-2010 in comparison to the same period of last year 2008-2009. In March 2010, we revised our action plan and included increased parent outreach, professional development opportunities for teachers, monthly Anti-bullying Assemblies in K – 5, and to promote positive behavior, we initiated the concept of Bucket Fillers, Bucket Dippers – A Guide to Daily Happiness for Children in all grades, (K – 5).

- This current year supervisors monitored the number of incidents each month. In March, the data showed an increase in the number of student incidents in the schoolyard, cafeteria and classrooms. We revised our action plan and included:
 - Monthly Anti-bullying Assemblies that addressed cyber bullying as well as other forms of bullying. These assemblies were presented by the SBST Team, Parent Coordinator and Kids Project
 - We also implemented a tracking system whereby repeated offenders were tracked, parents were contacted for conferences, and counseling was provided for the students. Data from Parent Conference sign-in sheets and the OORS report showed a decrease of 10%
 - Pre Referral Intervention Professional development was provided for 75% of classroom teachers and paraprofessionals by Youth and Development ----- After the training,

each staff received a copy of the PRIM handbook as a reference for behavior intervention.

Another area that was earmarked as a goal in the principal's PPR was getting 100% of teachers involved in collaborative inquiry. Based on the foundations set forth in the book, *Results Now* by Mr. Schmouker we are working on getting the whole community invested in Professional Learning Communities.

We have achieved our goal in increasing the number of staff participating in the collaborative inquiry process from 40% in 2008 – 2009 to 100% in 2009 –2010. All classroom teachers in grades K – 5 as well as the AIS Team Teachers participated in the inquiry process as evidenced by the Inquiry Space in ARIS. Teachers, organized by grade level, met monthly to discuss student progress. Each teacher tracked the progress of 5 students by looking at the student work, data and the best practices that were utilized.

By using the Classroom Focused Action Plan Template and ideology – a team focused action plan for analyzing student data; the tuning protocol model to view student work and best practices, teachers were able to interpret student performance, trends, and made plans that supported continued student achievement.

Teachers on each grade level recorded and shared minutes of their meetings with the wider school community through a published Inquiry Newsletter.

- We have created 8 Inquiry Teams
 - Six teams were made up of teachers on the grade level
 - Two teams included teachers and specialists from multiple grades
- The school schedule allowed a common prep for teachers monthly meetings. Teachers informally disaggregated the data as they look at classroom results and student work. The Data Specialist /or an administrator attended the meetings and provided support. Class service providers also attended monthly meetings to articulate student progress and academics.
 - Teachers met monthly with their grade supervisor at a grade meeting to discuss trends in their classrooms and grade wide to look at student progress
- Inquiry groups documented their work, student progress and next steps in the minutes
- To communicate 'inquiry information' throughout the school community, a team of teachers collated agendas, minutes of team meetings for monthly publishing
- Monthly review of Agendas, Minutes, Student Portfolios, Academic Intervention Plans, Guided Reading
- Reading, Running Records Teacher Conference Notes indicated that the Inquiry Teams were active
- As teachers practice using the data resources through the inquiry process, the Lower Grade teachers noted that the Foundations data showed that the kindergarteners had made significant growth in reading: 67% of the students showed mastery in phonemic awareness skills (a gain of 15% points); 77% of the students showed mastery in phonics skills (a gain of 16% points); and 63% of the students were able to read and comprehend (identify sight words, read decodable words, retell a story and relate events in a narrative) on grade level.

Data Driven Instruction: We also have emphasized the need to make data part of instructional planning by encouraging all staff to think about assessment and data as integral part of the teaching and learning process. Data taken from a variety of sources have been utilized as a foundation for talking about student needs and next steps so that necessary planning to include instructional interventions can take place. This approach has paid us in dividends in the moving of students at proficiency (level 3 or 4) to almost 75% in the area of Mathematics. This approach has been augmented by a more effective deployment of AIS personnel to 'push in' in a supportive role and fostering of a culture of differentiated instruction in all areas of the curriculum. This approach of small

group instruction and differentiated instruction has allowed fair to moderate gains in most areas of the core curriculum produced significant gains in Mathematics and moderate results in other core content areas.

Another area of accomplishment in addition to the above goals reached, is the steady increase of our school's attendance rate over the last two to three (2-3) years.

MOBILITY and ENROLLMENT RATE

At the time of writing, the student population totals 390 students (207 boys and 182girls). The number of students in 2008-2009 was about 390 according to the School Demographics and Accountability snapshot (June 2009) and reflect a trend of declining population. The decline in the student population appears even more dramatic when considered over the past six years. This takes place very dramatically in the 3rd and 4th grade after state exams are given. Many of our more academically gifted students have left and have been replaced with students armed with IEP's , and in some cases serious behavior problems. The failure of this subgroup with individualized educational plans (while there is evidence of the closing of the achievement gap between General Education and Special Education students by raising the achievement of students with needs) has had an impact on ELA/ Math tests scores with implications for how we organize for differentiating instruction and employing effective practices.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
By <input type="checkbox"/> June 2011, All Students and subgroups will improve their ELA performance by 5% as measured by the New York State Assessment.	<input type="checkbox"/> Students in grades 3-5 who did not achieve one year of progress on the ELA exam will demonstrate 1 year of progress as evidenced by a variety of assessments including Acuity, Running Records, Reading Indicators and the Performance Series.
By <input type="checkbox"/> June 2011, All Students and subgroups will improve their Mathematics performance by <input type="checkbox"/> 3 % as measured by the New York State Assessment.	Students in grades K-5 will achieve grade level goals as evidenced by the unit progress checks on Everyday Math. Our Math coach will work with teachers as a push-in program. Our new Math Connection program will supplement EDM.
By <input type="checkbox"/> June 2011, All Students and subgroups will improve their behavior by <input type="checkbox"/> a reduction in the amount of OORS Reports submitted by 5%.	<input type="checkbox"/> The overall behavior of our students will improve by 5%.
By June 2011, PS 398 will increase the use of student data for the purpose of modification of instruction to support student learning and achievement. This will drive instruction as evidenced by increased collaboration.	By June 2011, 85 % of the staff will increase the use of student data by 5% for the purpose of modification of instruction. This will also support student learning and achievement.

By June 2011, the percentage of parent involvement at PS 398 will increase 5% as measured by attendance data taken at parent meetings and increased partnership between school and community by, parent registration in GED classes on site.

Parent Involvement has increased as a result of a tremendous amount of workshops scheduled and designed for parents being given each month at P. S. 398. Some of the workshop titles were: Raising Children with Special Needs. This was a series of five workshops held at P. S. 398 this year. Still another was a Nutrition Workshop, that also will continue this year. Another series of workshops were the Computer and Word Processing workshop. Other workshops helped parents assist and support their students for the upcoming assessments. We look to increase this involvement by 5% for the 2011 school year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area **ELA**

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By <input type="checkbox"/> June 2011, All Student subgroups will improve their ELA performance by <input type="checkbox"/>3% as measured by the New York State Assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>1. All teachers must implement the reading workshop and focus on guided reading for differentiating instruction. 2. Make expectations for literacy improvement clear through the P.S. 398 Handbook, monthly faculty meetings, and monthly common planning meetings. 3. Use data to implement Spotlight 5 to target students who are at risk in literacy (students who slipped from level 4 to level 3 and students whose proficiency rating is between 2.8-3.2) 4. Continue to provide consultants support from Accelerated Literacy Learning (ALL) for teachers of grade 3, 4, and 5. 5. Tracking students through the use of data charts to promote student and teacher reflection, progress and goal setting . 6. Continue to maintain AIS team leader and support staff to provide academic intervention to students who are at risk in reading (tracking students’ progress every six to eight weeks, differentiating instruction and setting goals). 7. Daily utilization of the Reading Resource Center for teachers. 8. Expand the scope of the Inquiry Team by sharing best practices and implementing successful strategies school-wide. 9. Disseminate Grade Inquiry Team weekly minutes to school community; display of updated information</p>

	<p>and publishing of quarterly newsletter to the school community. 10. Use of STARS and CARS weekly to support school's data driven instruction and planning; AIM Higher for students level 1 and 2 (extended day program) in grades 3-5; providing high interest level books and novels for boys. 11. Use of Professional Teaching Standards in learning walks to provided feedback to teachers in order to help them assess their own growth and set professional goals.12. Schedule 3 common grade preps weekly for planning and teacher articulations for teachers of grades k-5 including special needs teachers.13. Encourage students to set goals in reading and writing.14. Share goals with parents.15. Provide parents with written and verbal communication about each child's strengths and instructional needs.16. Use formative assessment monthly to drive planning and setting student goals.17. Using summative assessment data to create Classroom Focused Instructional Plans (CFIP)18. Involve staff in inter-visitation of other schools to observe best practices.19. Provide on and off-site differentiated professional development in literacy for staff by participating in comprehension study group in I.C.I course offerings in literacy.20. Continue to provide additional support to at-risk students through extended day program. 21. CTT and SETSS teachers will work with non-mandated at-risk students 22. Teachers will implement the Units of Study in Reading and Writing as per Accelerated Literacy Learners (ALL) as well as the P.S. 398 Curriculum map. 23. Increase independent reading by mandating that students read for at least 20 minutes daily.24. Implementation of a boy's book club-weekly meetings for students in grade 5. Also add to this group a Girls weekly book club both lead by the principal 25. Conduct Teacher/Administrator conferences with a focus on data and literacy school-wide.26. Provide summary of data to reflect school, grade, class and subgroup trends to set monthly and annual goals.27. Review lesson plans to provide guidance on lesson planning and differentiating instruction.28. Insuring the maintenance of classroom libraries to mach students' reading levels.29. Conduct parent workshops to support the home school connection and inform parents of curriculum across the grades.30. Monitor teachers' use of data in planning instruction and meeting students' needs (monthly conference).31. Purchase high interest lower readability reading books for students.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Purchase orders/Famis/Galaxy</p>

<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Purchase orders/Famis/GalaxyTeacher schedulesLogs from Coaches and ConsultantsInter visitation schedules, agendas and materialsUnits of StudyAttendance, minutes and agendas from Faculty Conferences, Grade Conferences, Cabinet, AIS and Inquiry Team Meetings, Item analysis from Practice ELA and School Based Assessments: Summative and formative assessments. Guided reading tracking sheets. Assessment binder which is inclusive of anecdotal reading and writing conference notes. Formal and informal literacy observations. Teacher-Administrator Conferences. Lesson Plans. Review of Writing folders. Thematic units of study. School goals as per CEP</p>
--	---

Subject Area

Math

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By <input type="checkbox"/> June 2011, All Students subgroup will improve their Mathematics performance by <input type="checkbox"/> 5% as measured by the New York State Assessment.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All teachers will follow a daily Math Pacing Guide which is aligned with the standards. Concepts that have proven to be difficult in the past have been allotted more time within the pacing. The Math block will take place for 75 minutes for grades 3-5 and 60 minutes for grades K-2 on a daily basis. The workshop model will be followed. The workshop Model will provide students with active involvement in the development of their procedural knowledge, conceptual understanding and problem solving skills. Everyday Math program will be supplemented by the Math Steps throughout the year. For grades 3-5 an additional Math supplement will be used. P. S. 398 has invested in Math Connections and purchased textbooks from McGraw Hill-McMillan Company. In addition Hands-on explorations using manipulative objects will be blended into daily lessons. There will be a continued focus on problem solving strategies through the math workshop model. Students will learn to explain the process of how they solve problems in writing and verbally. The</p>

	<p>math coach has been systematically through programming to work with targeted teachers and whole group classes as well as small grouped student cohorts to achieve this goal. The Coach will provide help with planning and executing the math curriculum through modeling and co-teaching. Teaching mathematics through problem solving strategies in a holistic manner on a weekly basis. Grade conferences, in-school PD, study groups, targeting instruction is done through small groups throughout the year. Grade conferences and common planning time will be devoted to professional development in the area of looking at students work in order to assess student progress and appropriateness of tasks once a month. AIS support will be provided for all at-risk students during regular school day through a program of targeted intervention conducted by our intervention staff, 2 days each week from Sept. to Dec and intervention teachers. The SETTS teacher will work with non-mandated at-risk students. AIS support will be offered to those at-risk students 2 mornings each week. This program will focus on intensive test-taking practice. Students will keep a math weekly journal. Review lesson plans Conduct formal and informal observations. Conduct learning walks with a math focus. Demonstration of model lessons for identified teachers, Inter-visitation in and outside the school. There will be 3 Common planning periods each week scheduled as well. Require teachers to implement NYS Math Standards and to cite them in plan books and on bulletin boards. Use Professional Teaching Standards to help teachers assess their own growth. Encourage students to set goals in Mathematics. Share goals with parents. Dedicate one extended day period to Mathematics instruction from September until January, then institute 2 days a week during extended day beginning February 2012 .</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>We have already purchased Math Connections for Grades 3, 4, and five to supplement the EDM Program using C4E allocation from Spring of 2010.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Items analysis from September baseline assessment. Results of weekly unit assessments. Report card grades. Math portfolios. Assessment Binder. Student Math Journals. Classroom visits. Teacher-Administrator Conferences. Lesson Plans. Purchase Orders. Galaxy. Inter-visitation schedule. Attendance Sheets, agendas, and minutes of grade conferences, faculty conferences, Inquiry Team meetings, PD meetings, AIS meetings. Coach logs. Individualized student goals. Grade goals. School goals .</p>

Subject Area**Attendance**

(where relevant) : _____

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By <input type="checkbox"/> June 2011, All Student subgroups will improve their Attendance performance by <input type="checkbox"/> 1% as measured by the ATS Report.</p>
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Use of the School Messenger System, Monthly Rewards given for 100% attendance at PTA Meetings, Special Awards Assemblies, announcements around the school over the PA System, Bulletin Boards devoted to 100% Attendance, Monthly Recognition and Celebrations, Assembly Programs devoted to Attendance. Victoria Tambini, Assistant principal will be responsible for creating bulletin boards. I will present awards in and around the classrooms as well as assemblies and PTA Monthly meetings. Eddy Alexis our attendance teacher will combine all lists, most improved as well as 100% attendance students as well as create certificates with students' names on them. A monthly attendance meeting will take place in the Principal's Office to plan incentives and target students whose attendance needs to improve.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use resources set aside for the AIDP to spend on certificates. Use funding to spend on celebratory, and memorabilia items. Used \$1,949.00 to place on Principal's Procurement Card to purchase certificates and from AIDP funding for the 2010-2011 school year.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

During regularly scheduled attendance meetings the team looks at ; RDAL, RCAL; RNOC; and the RCUA. These reports inform us regarding student’s lateness and absence. In this way we can target the percentage of time students are absent or late.

Subject Area

Data

(where relevant) :

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

By June 2011, PS 398 will increase the use of student data for the purpose of modification of instruction to support student learning and achievement and to drive instruction as evidence by increased collaboration school wide. P. S. 398 will continue to work with stakeholders to utilize data which will drive instructional and school wide decisions

Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

Through the dissemination of organized and simplified assessment results more teachers will plan instruction based on student needs. Teachers will increase the amount of time spent providing small group or one to one instruction. Administer Acuity assessments. Implement a school wide assessment program using Scantron Performance test in reading, language arts and Math. Teachers will use assessment data to provide targeted and differentiated instruction. Teachers will group their students according to the information. Teachers will create a monthly data summary of formal and informal assessments. The data specialist will create user-friendly assessment results for staff. Teachers will use data to help in planning their lesson plans to target the differentiated needs of their students. Create student data-folios to show evidence of summative and formative assessment results. Classroom teachers will continue to administer informative assessments. Teachers will collect and analyze data from Computer Assisted Instructional programs. Cabinet will provide ongoing professional development to help teachers analyze data and design lesson plans to provide differentiated instruction. Literacy and

	<p>Mathematics pacing calendars will be revised to meet the NYS ELA and Math standards. Conduct teachers' survey to assess their needs for professional development and support in using data to drive instruction. The data team will provide ongoing professional development throughout the year. A minimum of three professional development sessions will be offered to help classroom teachers analyze and understand the implication of the data provided. Conduct one on one teacher conferences to discuss the use of data to support instruction in classrooms. School supervisors will review lesson plans.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Professional Development will be provided to teachers. We will use funding to pay for substitute teachers so we may cover teachers during the day to train them. We also fund the Data Specialist after school to gather and analyze the scores on Interim Assessments, and assessments school wide.</p>
<p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Assessment results provided by NYS ELA and Math, Acuity, ScanTron, Skills Tutor, and other informal methods will be evaluated to determine students' progress and their individual areas of needs. Formal and informal observations Teachers survey Lesson Plans Examination of students work as displayed inside and outside the classroom. Collection and evaluation of grade meeting agendas and minutes. Letters to teachers' from one-on-one conferences regarding use of data. Agendas, materials, and minutes from Faculty Conferences, AIS Team Meetings, and Professional Development activities</p>

Subject Area

PARENT INVOLVEMENT

(where relevant) :

<p>Annual Goal</p> <p><i>Goals should be SMART – Specific,</i></p>	<p>By June 2011, the percentage of parent involvement at PS 398 will increase 5% as measured by attendance data taken at parent meetings and increased partnership between school and community by parent registration in GED classes on site.</p>
---	---

<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>Action Plan</p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • P. S. 398 will establish regular communication with parents using school newsletters, classroom newsletters, academic progress reports, parent conferences, school calendars, parent night, school assemblies with parent participation, Title 1 meetings.· meetings to offer K-5 literacy and math information. Parent training via Title1 and Special Programs to help parents develop skills at home to support student’s academic efforts.· Teachers will make a minimum of 2 parent contacts per semester and document in a formal letter students grades by subject matter.· Establish parent visitation guidelines that make school visits productive, minimizing disruption the of classes. Distribute of a parent handbook, phone banks and maintain a Parent Messages bulletin board. Organize school activities which may include Family Nights, Parent Book Clubs, the Parent Sewing and Crochet Club, Picture Days, nutrition classes, sponsor student academic support workshops, ESL workshops, parent/teacher conferences, School Science Fair, Black History Month celebrations, Mother-Daughter/ Father-Son special events, Senior Class Prom organizing, Parent/ Legal Guardians Appreciation Day and the End of the Year School carnival. Responsible staff members include the Principal, both Assistant Principals, the Parent Coordinator, the UFT Chapter Leader, members of the Guidance Department, the SAPIS Worker, the DOE assigned School Attendance Teacher, school-aides, teachers and paraprofessionals utilized for translating, School Safety Agents, District 17 Security guards assigned to P.S. 398, and classroom and cluster teachers. The volunteer support members will include the P.T.A. President and her executive board. Offer accommodation for GED classes on site for parents and the community. Maintain positive partnerships with established organizations e.g. Citi bank, Community Public library. Create a parent resource room. Provide parents with quarterly literacy objectives and activities to implement at home. Parents will complete a quarterly survey to determine their understanding of objectives covered in corresponding quarter.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding for many of the parent workshops and meeting will be gathered for the 1% for Parent Involvement. Parents will be able to purchase paper to run newsletters, provide refreshments at meetings as well. This funding can also be used to purchase reading materials for parents too.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Attendance at PTA functions, school-wide spirit day attendance, P/T Conference Attendance Sheets, Parent Workshop Participation.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A		4	10	5
1	10	10	N/A	N/A	5	3	10	8
2	15	15	N/A	N/A	4	2	9	
3	15	15	N/A	N/A	6	5	6	1
4	10	10	10	10	7	4	5	5
5	16	10	16	16	4	4	6	
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS teachers in the lower grades will work with Wilson and Foundations to help provide academic intervention services to students in need. Some AIS teachers in the upper grades push into the classroom to provide small group instruction and guided reading lessons during extended time.. P. S.398 also runs an afterschool program to target students who are in need of Academic support.
Mathematics:	Ruth Broughton, our Mathematics Coach pushes into classrooms throughout the day to provide small group instruction to students at risk in grades three through five .P. S. 398 also runs an after school program two days a week targeting mathematics instruction for students in need of AIS.
Science:	We are benchmarking the entire school monthly to assess the needs and study the data to differentiate instruction. We are using scope and sequence, NYS and The MacMillian Science Program. Teachers are also following a pacing calendar.
Social Studies:	We are benchmarking our students every six weeks using the MacMillian Social Studies Program. We are also following the scope and sequence for the NYS Social Studies curriculum.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The guidance counselor will provide counseling sessions to the at risk students. During these sessions the guidance counselor will work with students on coping and adjusting issues, self-esteem issues and conflict resolution.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The psychologist will provide counseling sessions to the AIS students. Identified students will receive counseling sessions by the psychologist. During these sessions the psychologist will work with students on coping and adjusting issues, self-esteem issues and conflict resolution.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The social worker will provide counseling to at-risk students and do home outreach as well as provide services to those students who receive AIS services. She has a caseload of students, specifically in grades one and two..
At-risk Health-related Services:	<input type="checkbox"/> Students with known health issues will be identified to receive the proper information and parents will be contacted to get updated health informaiton on the students.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) k-5 Number of Students to be Served: LEP 22 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: P. S. 398

BEDS Code: 331700010398

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	N/A	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	N/A	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	N/A	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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.
 - The ESL Teacher translates all written notifications into the Haitian-Creole and Spanish Language for P. S. 398. He is also scheduled to meet with parents if the need arises and works in the GED Program for parents in the community two days a week, in the ESL component. He translates for us at our Parent Teacher conferences.
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.
 - We looked at the HILS forms and recorded the data to see which families needed translations in Haitian – Creole and which students and families needed Spanish translations

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.

Written translations are provided by in-house staff and NYCDOE translation office.

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.

Oral translations are provided by in-house staff and NYCDOE translation office via telephone and in person.

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>.

The school provides all appropriate translated documents.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	456,059	43,471	499,530
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,561		4,561
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language)		435	435
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	22,803		
5. Enter the anticipated 10% set-aside for Professional Development:	4,561		

- 5.
6. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
7. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Our school and staff look at student data regularly to look for trends and information on each individual students. The data informs instruction, and decision making in the classroom. Sources of data include teachers' tests, Acuity and Scantron diagnostic tests and state test results and item analysis.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - Teachers and administrators examine data to identify students who are in need of academic help. Teachers identify students' weaknesses and provide targeted instruction to help students meet state standards and achieve grade level performance.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Many of our students take advantage of the 37 1/2 extra instruction time. During that time, students are provided with small group instruction designed to improve their vocabulary, comprehension and math skills.

 - o Help provide an enriched and accelerated curriculum.
 - Our school bought a new reading curriculum that is comprehensive and contains many enrichment activities. The program also provides teachers with targeted instruction tools to help teachers differentiate to support individual student growth.

 - o Meet the educational needs of historically underserved populations.
 - More than 90% of our students receive free or reduced lunch. Our school recognizes the need to improve the academic performance of the different populations and subgroups identified within our school.

 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Please refer to NEEDS ASSESSMENT –

- o Are consistent with and are designed to implement State and local improvement, if any.

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.



Encourage teachers to pursue their certification and providing adequate professional development. Funds will be made available to eligible teachers to complete required certification.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

- Asses the needs of the staff based on student data, and teachers' input for high quality professional development.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.



Continue to develop workshops that address parental needs and increase their involvement. Promote school events and invite parents to attend and participate. Work closely with the PTA and the parent coordinator to improve parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are provided with professional development to help them understand data. Meetings with the literacy coach, math coach and data specialists are designed to increase teachers' understanding of data analysis and their involvement in the academic decisions pertaining to their students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Targeted instruction will be provided to students through the AIS teacher during the regular school day as well as mandated attendance during the 37 ½ minutes. Mandated students are also provided after school and Saturday school academy to help them improve their literacy and math skills

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Our school hosted a GED program last year for adults and parents in the community.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			415,330	X	pp. 17-25
Title I, Part A (ARRA)	Federal	X			10,375	X	pp. 17-25
Title II, Part A	Federal	X			245,851	X	pp. 17-25
Title III, Part A	Federal			X			
Title IV	Federal			X			
IDEA	Federal			X			
Tax Levy	Local	X			1,928,545	X	pp. 17-25

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Corrective Action Yr 1 **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

NCLB / SED Status:

In Corrective Action

SURR Phase / Group (If Applicable):

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school’s findings of the specific academic issues that caused the school to be identified.
The school met AYP for all subjects.

School Under Registration Review (SURR)

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

The school met AYP for all subjects. Focused interventions will continue in ELA and Math with an emphasis on the SWD and ELL subgroups.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Our administrators and staff look at the data to determine the kind of professional development needed. Student test results along with observations of teachers' strategies are reviewed to determine what professional development is needed and who needs it. High quality professional development is provided to improve teachers' strategies and to promote high quality individualized and differentiated instruction in the classroom. Highly qualified consultants work with our teachers in the classroom to provide specific and targeted support to our teachers.

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

New teachers are provided with mentors from within the building. Veteran teachers work with new teachers on teaching strategies as well as classroom management to help support them in the classroom.

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

The school sends a letter to parents notifying them of the school status as soon as NYSED releases the new accountability. Parents are also invited to the school and are informed of the school's status and their options as well as what the school is doing to improve its standing.

Translators are present at all parent meetings.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

N/A

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

17

2. Please describe the services you are planning to provide to the STH population.

The school will provide counseling services to these students and do home outreach. The attendance teacher will monitor the attendance of these students. AIS staff will look at their results and provide intervention services where needed. The school will provide uniforms and instructional materials as necessary.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 398 Walter Weaver					
District:	17	DBN:	17K398	School		331700010398

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	34	33	34		89.8	92.7	90.1
Kindergarten	51	60	43				
Grade 1	67	62	47	Student Stability - % of Enrollment:			
Grade 2	52	55	70	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	52	49	58		85.5	88.4	83.0
Grade 4	53	43	45				
Grade 5	75	54	44	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		80.4	98.9	100.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	52	57
Grade 12	0	0	0				
Ungraded	1	4	6	Recent Immigrants - Total Number:			
Total	385	360	347	(As of October 31)	2007-08	2008-09	2009-10
					2	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	39	46	Principal Suspensions	13	4	3
# in Collaborative Team Teaching (CTT) Classes	13	17	26	Superintendent Suspensions	24	16	3
Number all others	14	9	19				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	46	42	39
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	10
# receiving ESL services only	15	20	TBD				
# ELLs with IEPs	1	5	TBD	Number of Educational Paraprofessionals	7	5	12

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.3
				% more than 2 years teaching in this school	87.0	88.1	92.3
				% more than 5 years teaching anywhere	80.4	83.3	87.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	98.0	97.4
American Indian or Alaska Native	0.8	1.1	4.3	% core classes taught by "highly qualified" teachers	81.3	93.6	89.7
Black or African American	91.9	89.7	87.0				
Hispanic or Latino	5.5	5.8	6.9				
Asian or Native Hawaiian/Other Pacific	0.5	0.3	0.0				
White	1.3	2.2	1.7				
Male	55.8	53.9	56.8				
Female	44.2	46.1	43.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
----------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year				v	
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-						
White							
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	53.8	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	2.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Template for Title I Parent Involvement Policy and Parent-School Compact for PS 398⁴

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore PS 398, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS398'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 Advisory Council, as trained volunteers and welcomed members of our school community. PS 398 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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. Through the monthly school leadership meetings as well as quarterly meetings parents have say in various programs and materials that are selected for the curricula;
3. Parent Coordinator and Administration are instrumental in supporting and fostering a caring and effective home-school partnership. We do this by providing workshops on nutrition, discipline, and parenting, to name a few. We also ensure that students have sufficient resources such as school uniforms, school supplies and nutritional food so that children can effectively learn;

This template was designed by the Office of School Improvement in collaboration with the New York State Education Department, Office of School Improvement and Community Services (NYC) and the Office for Family Engagement and Advocacy. This template is aligned to fully comply with the parent involvement requirements as outlined in Title I, Part A, Section 1118 of the No Child Left Behind (NCLB) Act.

4. Providing assistance and workshops to parents in understanding City, State and Federal standards and assessments during their monthly PTA meetings;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand. PS 398 sends home three progress reports in addition to the two mandated reports cards each year. We meet with parents when children are identified as Promotion In Doubt and conference with them on how to support their child.
6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

PS398's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS398's 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, PS398 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher

Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- Maintain a Parent Coordinator (or a ⁵dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual 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; and we have two staff members who speak Haitian-Creole and serve as our translators;
- Conduct two Annual Title I Parent Fair/Events (one in the fall and one in the spring). All parents are invited to these events and they have the opportunity to get to know their child's teacher and learn more about the curriculum,

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

student expectation and develop a partnership between school and home. attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

PS 398 will further encourage school-level parental involvement by:

- Conducting several workshops, such as Parenting Classes, Nutrition, ELA and Math workshops, Learning Leaders, Book Making and Story Telling, Crocheting, CPR workshops, Carbon Monoxide workshops, Diabetes workshops and a Monthly Book Club. These are a few examples of some of the workshops that are provided for our parents.. We also offer GED and ESL workshops for our parents.
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Establishing a Parent Resource Center outfitted with new computers and lending library; instructional materials for parents.
- Encouraging more parents to become trained school volunteers. We have increased the number of parent volunteers supporting us throughout the school day;
- 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 and monthly calendar designed to keep parents informed about school activities and student progress;

Section II: School-Parent Compact

PS 398, *[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. PS398 staff and the 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.

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 by participating the Respect For All initiatives that were mandated by the DOE;
- Implementing a curriculum aligned to State and Common Core Standards;
- Offering high quality instruction in all content areas; and following a curriculum map to ensure rigor in learning for our students;
- 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 a Title I Parent Annual 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, child care or home visits 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; and
- 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:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and

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 with all members of the school community;
- Supporting parental involvement activities as requested by parents; and staff
- 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;

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. I will also:
 - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and

- Share responsibility for the improved academic achievement of my child;

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; and
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Diane Danay-Caban in December, 2010.

This Parent Involvement Policy was updated on March 29, 2011.

The final version of this document will be distributed to the school community on April 1, 2011 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 605	District 17	School Number 398	School Name The Walter Weaver El
Principal Diane Danay-Caban		Assistant Principal Victoria Tambini	
Coach ELA - None		Coach Ruth Broughton	
Teacher/Subject Area type here		Guidance Counselor type here	
Teacher/Subject Area type here		Parent Ann Marie James -PTA President	
Teacher/Subject Area type here		Parent Coordinator Mona Lucas	
Related Service Provider Jacque Pinette - ESL Teacher		Other type here	
Network Leader Wendy Karp		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	359	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	%
------------------------------------	------------	----------------------	-----------	---	----------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- 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.

Paste response to questions 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which included the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
When parents register their child at PS398, parents are asked to fill out the HLIS form. If the answers entered in the HLIS form indicate a language other than English, the registration person brings that information to the attention of the ESL pedagogy who in turn, follows up with an interview with the parent. If the interview with the parents confirms eligibility for LAB testing, the ESL pedagogy administers the LAB-R within (10) ten days. Results of the LAB-R determine language dominance and placement based on the student level of performance into our Freestanding ESL Program. Following this placement, a parent orientation seminar is conducted to give the parents a choice between available Freestanding offered by our school and the other offered in the neighboring school. Service is provided and NYSESLAT is administered at the end of the year to evaluate child proficiency level.

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 ESL teacher is fluent in both Spanish and Haitian-Creole languages spoken by the majority of our parents. He provides the parents with both oral and written translation and interpretation.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELL's is Transitional Bilingual Education as per CR Part 154.
Entitlement letters and Parent Survey and Program Selections forms are distributed to the parents during registration, parent orientation seminars, and open-school conferences, phone calls. In addition, phone calls are made to ensure absentees follow-ups

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.
Decision on student placement in Bilingual or Freestanding ESL Program is based on the following criteria:
•Most suitable program offered by the neighboring school and PS398.
•Parent choice

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?
The trend varies on availability of the different programs offered by the neighboring schools. Often the parents choose to keep their child in our school when there is no availability of the program preferred in the neighboring schools.

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
Freestanding ESL Program is the model preferred by many parents. However, PS398 consistently verifies whether criteria for self-contained class are met.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

A. Programming and Scheduling Information

1. How is instruction delivered?

a. What are the organizational models (e.g. Departmentalized, Push-In (Co-Teaching), Pull-Out, and Collaborative, Self-Contained)?
Instruction is delivered in both Push-In and Pull-Out model as well as Collaborative teaching.

b. What are the program models (e.g., Block (Class travels together s a group); Ungraded (all students regardless of grade are in one class)

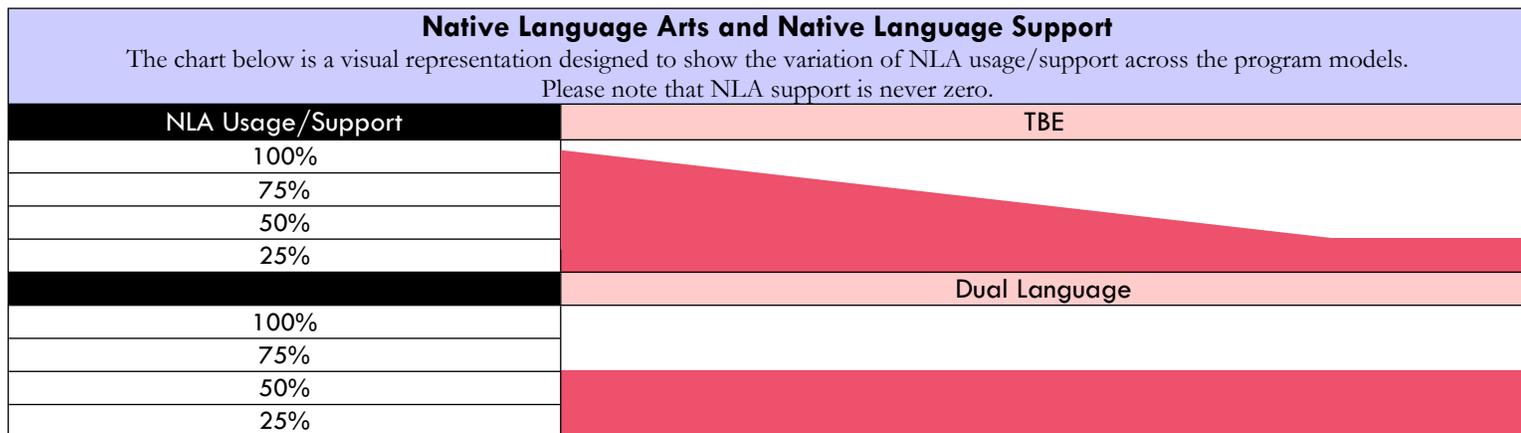
The ESL teacher works collaboratively with classroom teachers in both homogeneous and heterogeneous groupings during Push-In period. Pull-out model provides smaller group instruction in both models mentioned above.

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 Part CR 154?
The ESL Program is scheduled according to the student proficiency levels
3. Describe how the content areas are delivered in each program model. Please specify language, and instructional approaches and methods used to make content comprehensible to enrich language development.
The ESL lessons are framed based on articulation with classroom teachers in an effort to reinforce classroom instructions in all content areas. Language used is English only except in initial contact with the student where native language is accepted as student's expression.
4. How do you differentiate instruction for ELL subgroup?
a. Describe your instructional plan for SIFE
As students with interrupted formal education identified, lesson plan are designed based on their proficiency levels rather than grade level.
- b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
Newcomers receive differentiated instruction as they are grouped on the basis of educational needs. Those needs are aggressively targeted and addressed through academic intervention and increased ESL instruction.
- c. Describe your plan for ELLs receiving service to 6 years.
- d. Describe your plan for Long-Term ELLs (completed 6 years)
Long term ELLs participate in extra instructional program offered through Extended Day Program and the After School Program when available. In an effort to facilitate the exit out of ESL Program into the mainstream Program.
- e. Describe your plan for ELLs identified as having special needs
Students with special needs receive differentiated instruction s mandated by CR Part 154 in smaller settings
Paste response to questions 1-4 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

B. Programming and Scheduling Information-Continued

5. Independent reading program (100 books challenge) followed by teacher's review and analysis, as well as genre through small group instruction, help identify student's strengths and weaknesses. Similar approaches will be implemented in math and other content areas to facilitate language development and higher performance in math and other content areas.
6. former ELL students transitioning into the mainstream receive occasional support in available programs of their choice
7. The school plan to increase instructional materials in the ESL library. In addition, the school plans to increase professional development for both teachers and parents.
8. No program or services for ELLs will be discontinued at this time
9. Once an ELL student is able to understand a little bit of English, ESL student will have full access to all school programs to maximize English exposure and language acquisition.
10. Treasures, Triumphs, manipulative and ESL software are being used as instructional materials for all ELLs including special needs students
11. No instructions is provided in our Freestanding ESL Push-In/Pull-Out program.
12. Yes, all services support and resources correspond to ELLs' ages and grade levels.
13. Parent/Teacher workshop and activities for children with exposure of various culture of our community give new comers a jump start into the school system.
14. N/A - PS 398 do not have the Dual Language Program at this time.

C. Schools with Dual Language Programs

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

C. Schools with Dual Language Program.

N/A – PS 398 do not have the Dual Language Program at this time to questions

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff.

N/A

E. Parental Involvement

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
Letters written in both English and native language are sent to parents informing them of date, time, and location of the school activities for the school year 2010-2011.
2. Does the school partner with other agencies or Community Based Organization to provide workshops or services to ELL parents?
No. Not at this time.
3. How do you evaluate the needs of the parents? 4. How do your parental involvement activities address the needs of the parents?
Survey is used along with conferences to identify parent's needs.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	

Beginner(B)															0
Intermediate(I)															0
Advanced (A)															0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs
PS398 uses the following tools to assess early literacy skills of the ELLs'

- ECLAS-2
- EL SOL
- Fountas and Pinnel
- FFUNDATIONS
- End of Unit Test

The data serves as a fare measure of students' proficiency level. Action plan are designed based on the findings.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R) and NYSESLAT) and grades?
Students achieve higher levels of proficiency in speaking and listening during the first year(s) of their journey in the school system.
3. How will patterns across NYSESLAY modalities – reading/writing and listening/speaking – affect instructional decisions?
More emphasis will be placed upon literacy and writing to facilitate equilibrium in all learning modalities for full language development.
4. For each program, answer the following:
 - a. Examine students' results. What are the patterns across proficiencies and grades? How are ELLs faring in test taken in English as compared to the native language?
Students who are more dominant in selected native language test will have their results compared to evaluate such data.
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
Based on the results of the ELL Periodic Assessments, school will then design an instructional program that will address student's strength and weakness.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
Native Language is not being used at this time.
5. For dual language programs, answer the following:
N/A – Dual Language Program is not being use at this time
6. Describe how you evaluate the success of your programs for ELLs.
Different types of assessments including portfolios, test results, and NYSESLAT are used in comparison with Non-LEP students to evaluate success.onse to questions.

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.

Additional Information

P.S. 398 - Mission Statement:

The school Language Allocation Plan for PS 398 reflects the manner in which the school will meet the standards of all ELL students in achieving the New York State and New York City standards for grade levels set forth in Chancellor's Regulations and State Law. Our school goals and mission is to educate, elevate and enrich our children's minds to achieve their fullest potential. Our school philosophy is focused on recognizing the capabilities, responsibilities, contributions and creativity of all diverse groups within our school community. Our entire school community is dedicated to achieve high standards of academic excellence for all of our students. Through professional, high quality, standards-based, data driven instruction and a nurturing environment, we hope to create life long learners who will be equipped with the civic, social and technological skills needed for the future. Staff and parents are accountable for achieving academic excellence in all of our students. Our school motto is, Small School...Big Dreams.

Demographics:

PS 398 is an elementary school located on the border of Crown Heights, East Flatbush, and East New York. It is an open module school built in 1977. According to the latest available ethnic data, 95% of our students are black, 2% are Hispanic and 1% other. Approximately 19% of the students have Individual Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), Collaborative Team Teaching classes, mainstreaming, and related services such as speech and language, counseling, and physical and occupational therapy. Two percent of our students are English Language Learners, with Spanish as the dominant language among the vast majority. Other language spoken by our ELL students are: Haitian Creole, Spanish and Polish students' proficiency levels vary accordingly: 15% are Advance level, 25% are Intermediate level and 60% are in the Beginning level.

PS398 School houses 20classes with approximately 358 students, including 25 English Language Learners (ELL) students in grades Pre-Kindergarten through Grade 5. The number of students' per grade is no more than 28 per class. There are five (5) Special Education classes, five of which is a 12.1.1 program, three Collaborative Team Teaching classes 60/40 and a Resource Room. PS 398 does not have a self contained Bilingual or English as a Second Language (ESL) classroom as there are not enough students to open up a Bilingual or ESL self contained classroom of students who are in the same grade. The implemented ESL Push-In/Pull-Out program will seek to assist ELL students in:

- Achieving New York State and New York City standards for their grade level.
- Promote native language excellence through accessible materials and multilingual library.
- Provide parental support and programs advocating greater parental involvement in school and greater support on homework assignment.

Small group instruction will maximize learning potential on a regular or daily basis as students at an Advanced level will receive service four times a week for a total of 45 minutes per day, whereas, small group instruction will be provided five times a week for a total of 75 minutes per day for Beginning and Intermediate students.

Using Balanced Literacy methodologies and instructional strategies, PS 398 will place a higher premium on students' linguistic and cultural backgrounds by incorporating more realia and topics of interest into standards-based instruction on all content areas.

A strategic plan elaborated in line with the results of the NYSESLAT, the Science Test, the Social Studies test and the ECLAS for Grade K-3 indicating some significant improvement in Listening, Speaking, but a relatively moderate improvement in Reading and Writing skills, a greater emphasis will be place upon reading and writing through a time allocation of 360 minutes per week for students at the Beginning and Intermediate level, and 180 minutes per week for those at the Advance level. Students will now have high standards set and have created for them monthly goals for each student. Once these goals have been met new goals will be created for students. A weekly meeting will transpire between the principal and the ELL service provider, Mr. Pinette. A course of action will enable students to reach their goals. Students engage in rich text front loaded by vocabulary development.

Implications for Instructions and Professional Development:

Analysis of the NYSESLAT/LAB-R scores reflecting moderate improvement of our ELLs performance resulting in the establishment of a four-member group who is assigned to analyze the test results and find solution to related issues. The LAP members are:

- Ms. Diane Danay-Caban, Principal
- Ms. Victoria Tambini, Assistant Principal in charge of the ELLs
- Ms. Ava Brown, Assistant Principal
- Mr. Jacques Pinette, ESL Teacher
- Ms. Karen Brown, Special Education, IEP Coordinator and SETSS Teacher
- Ms. Mona Lucas , Parent Coordinator

Additional Information

Additionally, a long-term plan is designed to help our ELLs achieve greater English Language proficiency through the creation of a multilingual library, whereas, the emphasis is on the language skills including decoding, phonemic awareness, and creative writing.

A well sustained collaborative plan for Professional Development addressing the needs of monolingual teachers with the ELL population, will seek to stimulate more elaborate Balanced Literacy instruction and activities suitable to English Language Learners' needs.

Members of the LAP team will direct staff members to greater awareness of the difficulties faced by ELL students coping with acculturation and adjustment through workshops on ESL methodologies to be integrated into the curriculum. Additional topics including but not limited to use manipulatives during activities promoting academic discourse and accountable talk to elicit greater students' participation, are also part of the agenda. Additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		

	Guidance Counselor		
	Network Leader		
	Other		