



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 398 THE WALTER WEAVER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17/K/398

PRINCIPAL: DIANE DANAY-CABAN **EMAIL:** DDANAY@SCHOOLS.NYC.GOV

SUPERINTENDENT: _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Diane Danay-Caban	*Principal or Designee	
Letonia Salisbury	*UFT Chapter Leader or Designee	
Ann Marie James	*PA/PTA President or Designated Co-President	
Debra Geathers	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jackeline Roberts	Member/ Parent	
Pauline Cameron	Member/Parent	
Patricia Sayers	Member/Parent	
Cecil Payne	Member/Teacher	
Vernalyn Rowe	Member/Teacher	
Wendy Mark	Member/	
Linda Stork	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, there will be a 3% increase in student progress in math as demonstrated by math portfolio pieces, and the NYS math examination.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

According to the NYS Math Assessment, we experienced an 8% drop in our scores. After reviewing the item analysis and in consultation with our SLT we saw that this decrease in the scores was due to the students' deficiency in expressing their mathematical thoughts in writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
 - e) In order to execute the about initiative:

In order to improve student achievement in math the following action plan will be executed:

- **Students in grades 3 – 5 will show improvement in using mathematical journals for reflection and to prove their understanding and/or explaining in writing, the reasoning that led to a viable solution by moving up at least one rubric level**
- **All teachers will engage students in Reflective Learning and use mathematical journals for student reflection and to explain in writing their reasoning that led to a feasible solution.**
- **Administrators will provide professional development in developing rubrics aligned to CCSS**
- **Teachers will work in teams to develop mathematical rigorous problems aligned to CCSS and math practices of modeling and constructing a viable solution.**
- **During grade team meetings, teachers will develop rubrics aligned to the CCSS and the task in order to drive instruction, assess student written explanations and provide “Glow & Grow” feedback/next steps**
- **Teachers will model the use of the rubric and the “grow” feedback to implement the next steps required for progress**
- **Teachers will use rubrics with students to model a proficient response**
- **Through the use of Reflective Learning Process and the use of the rubric, students along with their teachers, will identify what they did well and specific areas they need to work on for next steps**
- **A 6 – 8 week cycle will be implemented: needs assessment; implement strategy; then, assess again. In collaboration with the teachers, we will adjust the strategy to accommodate all learners and continue to support the teachers in the implementation/assessment process**

- **In collaboration with Instructional Team will create transparency for extended response questions and homework expectations by discussions at monthly meetings.**
- **Through formal and informal observations/conferences, administrators will provide feedback for next steps and assess growth**
- **Administrators will meet with teachers in order to discuss progress and monitoring of the lowest 1/3 of their student population in each class**
- **AIS provider will give additional support to the lowest 1/3 in the area of writing mathematical explanations**
- **To facilitate students' growth and promote critical thinking skills, the school will implement a chess club**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Our school will implement the following strategies and activities to increase parental involvement:

- Provide training and materials in the areas of mathematics and technology to help parents work with their children to improve achievement
- To support transparency, bi-monthly newsletters from the Principal and monthly calendars from the Parent Coordinator provide information regarding upcoming school and citywide events
- Through School Leadership and PTA Meetings, parents work collaboratively with the School Leadership in planning and making decisions that support the education of their children
- Provide training to parents in the use of ARIS to facilitate the understanding of City, State and Federal standards and assessments.
- Share information about school and parent related programs, meetings and other activities in a format translated into languages that parents can understand, so they may best assist their child..

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- **A minimum of 6 informal observations will be conducted in order to provide feedback and support to teachers.**
- **Professional Development can be differentiated based on teacher needs.**
- **Frequent inter- and intra-visitations will be arranged to promote best practices**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Creation of chess club, funded by Title I.
- Creation of afterschool program to help support math instruction.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title I will be utilized to fund the Chess Club and all supplies needed for this program.

- Kaplan materials for afterschool will be purchased with Tilt monies.
- Parent Funds will be utilized to support all parent workshops relating to math.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, there will be a 3% increase in reading achievement in the number of students scoring level three and four, (general education, special education and ELLS), as measured by Fountas and Pinnell and assessments, predictive and ITA assessments and the 2012 NYS ELA examination.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

According to the NYS ELA Assessment, we had dropped 3% in our scores. After reviewing the item analysis and in consultation with our SLT we saw that this decrease in the scores was due to the students' work with informational/expository reading and writing..

Instructional strategies/activities

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

The action plan is as follows:

- **Teachers in each grade level collaborate and implement the practice of guided reading instructional strategies and writing with the use of curriculum maps and rubrics aligned to CCLS.**
- **Administration will provide monthly/weekly professional development in the implementation of Guided Reading and Writing**
- **Teacher teams will create a year-long Writing Curriculum Map and rubrics aligned with the Common Core Standards**
- **Administration will schedule monthly Common Prep meetings/study groups and provide support in utilizing the Treasures Reading Program and Guided Reading strategies/best practices**
- **Teachers in all grades will be encouraged to continually evaluate and revise their classroom practices to improve student outcomes, through teacher conferencing with colleagues and administration**
- **Inter-visitations will be arranged among and across the grades to promote best practices**
- **Teachers will be scheduled to attend Professional Development sessions offered by the DOE, CFN 605, and outside vendors**
- **Monthly team inquiry meetings utilizing the Tuning Protocol to analyze student work**

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Provide training and materials in the area of literacy and technology to help parents work with their children to improve achievement
- To increase communication and provide transparency bi-monthly newsletters from the Principal and monthly calendars from the Parent Coordinator provide information regarding upcoming school and citywide events
- Through School Leadership and PTA Meetings, parents work collaboratively with the School Leadership in planning and making decisions that support the education of their children
- Provide training to parents in the use of ARIS to facilitate the understanding of City, State and Federal standards and assessments.
- Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Collect resumes and conduct interviews throughout the year.
- Professional Development is provided all year long for teachers
- **Workshops provided by the DOE, CFN 605 and outside vendors will be provided to improve teacher effectiveness**
- **Teachers are notified of current career and knowledge building opportunities**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- A 10 week after school program will be provided to support struggling learners

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 funding will support the after school program in the area of ELA, specially Kaplan ELA workbooks., using FSF./ Title 1 monies
- Pay for staff developer with Title 1 monies.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012 , 80% of teachers will show improved effectiveness by developing a shared understanding of instructional excellence as evidenced by a one level increase on a research based teacher effectiveness rubric.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In an effort to improve overall student achievement, and by looking at teachers observation reports, classroom observations andand by looking at teacher data reports for grades 4 and 5.we recognized that questioning needed to become more rigorous.

Instructional strategies/activities

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

Administration will differentiate Professional Development and provide support in each domain for all teachers based on individual needs. By June 2012, 80% of teachers will have four six conference sessions to reflect on their teaching performance. This plan will be implemented using the following action plan:

- **The school instructional development team and administrators will provide teachers with in-house support that is differentiated according to teachers' needs**
- **Teachers will attend designated professional development, workshops and training provided by the DOE and/or school network**
- **Teacher teams will attend inter-visitations within the DOE in an effort to improve teacher effectiveness**
- **A research based teacher effectiveness rubric will be used by teachers as a vehicle to self-assess and set professional goals.**
- **Using Teachscape as a professional tool**

Strategies to increase parental involvement

Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- School messenger has been purchased to communicate more effectively with parents.
- Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- Conduct workshops to provide assistance to parents in understanding City, State and Federal standards and assessments
- Share information about school and parent related programs, meetings and other activities in a format and in languages that parents can understand
- Provide 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Open Market, collecting resumes, communicate with other principals.
- **Frequent inter- and intra-visitations will be arranged to promote best practices**

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Teachers will attend training and workshops scheduled by the CFN 605 network
- Schedule inter-visitation visits for teachers

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Purchasing materials, professional libraries
- Paying for staff developer with Title 1 monies

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	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			N/A	N/A		1	1	
1	34	28	N/A	N/A			1	
2	29	23	N/A	N/A		1	5	
3	34	20	N/A	N/A		2	5	
4	34	34			6	2	11	
5	30	30					3	1
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>We are implementing the following research based programs:</p> <ul style="list-style-type: none"> • Triumphs Reading Program • Workshop Model • Foundations • Kaplan ReadingTest Companion <p>Method of delivery:</p> <ul style="list-style-type: none"> • Small group instruction • One-to-one conference <p>Service will be provided during the day and during the afterschool program</p>
<p>Mathematics</p>	<p>We are implementing the following research based programs:</p> <ul style="list-style-type: none"> • Math Connects • Math Triumphs • Kaplan Math Test Companion <p>Method of delivery:</p> <ul style="list-style-type: none"> • Small group instruction • One-to-one conference <p>Service will be provided during the day and during the afterschool program</p>
<p>Science</p>	<p>We are implementing the following research based programs:</p> <ul style="list-style-type: none"> • Harcourt Science Resources <p>Method of delivery:</p> <ul style="list-style-type: none"> • Small group instruction <p>Service will be provided during the day and during the afterschool program</p>
<p>Social Studies</p>	<p>We are implementing the following research based programs:</p> <ul style="list-style-type: none"> • Houghton Mifflin Resources <p>Method of delivery:</p> <ul style="list-style-type: none"> • Small group instruction <p>Service will be provided during the day and during the afterschool program</p>

At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides intervention services in small group settings and one-to-one during school. Auditorium assemblies are also provided.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	The Social Worker works with small groups of students in pull-out sessions. Services are extended on one-to-one basis based on students' needs.
At-risk Health-related Services	Students mandated for paraprofessional support. Health related issues are met.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- 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;**

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 dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office 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, 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 will 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, 2011.

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, 2012 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
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/ Wendy Karp	District 17	Borough Brooklyn	School Number 398
School Name The Walter Weaver Elementary			

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

Principal Diane Danay-Caban	Assistant Principal Ava Brown
Coach None	Coach None
ESL Teacher Jacques Pinette.	Guidance Counselor Cecil Payne
Teacher/Subject Area none	Parent Ann Marie James PTA President
Teacher/Subject Area none	Parent Coordinator Mona Lucas
Related Service Provider Jacques Pinette - ESL	Other none
Network Leader	Other none

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	365	Total Number of ELLs	24	ELLs as share of total student population (%)	6.58%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

1. At the initial identification of a student who may be possibly an eligible ELL student, our ELL State certified pedagogue conducts an informal interview with the parent/s to determine whether the child is exposed to a language other than English. At that time, the parent is given the Home Language Identification Survey (HLIS) form to complete. Any questions or concerns are addressed in either English or the parent's native language (Spanish; Haitian Creole; French). Following the completion of the HLIS form, our ELL pedagogue then administers the LAB-R. Based on the results of the LAB-R, a student who did not test out is classified as 'beginner, intermediate or advanced'. In collaboration with the Parent Coordinator, the Assistant Principal and the ELL pedagogue, the Parent Orientation conference/workshop is conducted within a window of 10 days. During the Parent Orientation meeting, the parent receives information about the various educational programs available in our school and elsewhere. Our school offers a Freestanding ESL Program only. In the spring, our ELL pedagogue administers the NYSESLAT; students who score below proficiency that is beginning, intermediate or advanced level will continue to receive ELL services.

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.
At the Parent Orientation Meeting, our ESL pedagogue, provides the parents with both oral and written translation and interpretation of each program in the language of the majority of our ELL students that is: Spanish and Haitian Creole. This information is disseminated to the parents within 10 days of enrollment.

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 at registration; parent orientation meeting and one on one conferences scheduled by the Parent Co-ordinator. All information is provided in the parents' native language/s. The Parent Co-ordinator follows-up with phone calls to ensure that all parents adequately served.

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 the parent has made a program choice, and the student has been classified based on the LAB-R results, our ELL pedagogue informs the parent orally and in writing in the parent's native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?
The trend in the program choices over the years has been the Freestanding ESL program. In some rare cases, few parents have opted for the Dual Bilingual Program that is offered at the neighbouring school.

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.

The Freestanding ESL Program model offered at P.S. 398 is in alignment with most parents requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	4	6	4	6	4	2								26
Total	4	6	4	6	4	2	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	15	Special Education	8
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	26	1	9	0	0	1	0	0	0	26
Total	26	1	9	0	0	1	0	0	0	26

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

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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	1	4	2	4	1	1								13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian	2	1	2	2	3	0								10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1												2
TOTAL	4	6	4	6	4	2	0	26						

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. In our school we have a freestanding E.S.L. model. Instruction is delivered using the Push-In; Pull-Out and Collaborative Teaching Models. The program model includes: Graded; Ungraded and Homogeneous grouping for teaching.
2. To ensure that the mandated number of instructional minutes is met for each proficiency level in ESL, the staff organizes for 90 minute blocks. This structure facilitates the delivery of ESL instructions: 360 minutes for beginners and intermediates; 180 minutes for advanced.
 - a. Our ESL Program is scheduled according to each student's proficiency level, in the 90 minutes push-in instructional blocks and in pull-out sessions.
3. During the 90 minute instructional block/s, the ELL students are supported by the ESL teacher in all content areas. Students' area/s of improvement are noted and in articulation with the classroom teacher, lessons are planned accordingly for follow-up sessions. Instruction is delivered in English, however, new students are allowed to express responses in their native language while building English vocabulary. Differentiated instruction, scaffolding, graphic organizers and comprehensible input are among the approaches and methods used to make content comprehensible for the students.
4. Our school subscribes to E.S.L Freestanding model. Therefore, students evaluation in the native language does not apply.
5. Based on students' proficiency level, work performance and student data in the content area and literacy, students are grouped according to their instructional needs.
 - 5a. Plan for SIFE students:

After Students with Interrupted Formal Education are identified, the ELL teacher designs units/lesson plans to address students' basic instructional needs.
 - b. 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. Plans for long term ELLs include: Extended Day literacy and math; After School program (pending on funding); Extra Curricular Activities (when available)
 - d. Not applicable
6. Instructional strategies and materials employed at our school include: Our school employs the workshop model with a focus on Guided Reading. Our ELLs are engaged in Read Aloud; Guided Reading; dialogues; context clues among others; and a computer based reading

A. Programming and Scheduling Information

and vocabulary program - RAZ Kids will be added.

The following grade-level materials will be used for literacy- Houghton Mifflin for Social Studies; Math Connect; Harcourt Science; Treasures and Triumphs Reading Programs which provide libraries with multiple reading levels; Foundations for phonics and vocabulary building; and for instructional sessions.

7. To meet the diverse needs of ELL students within the least restrictive environment at P. S. 398:

All grades implement P.S. 398 curriculum maps and content area pacing calendars aligned to the Common Core Standards. Using materials such as Treasures and Triumphs Reading Levelled Programs and Foundations for Phonics oral language development have proven to be successful in meeting students' diverse needs.

Our ELL teacher uses the Push-In model during the 90 minute instructional block/s; and based on the students' needs/proficiency level, students receive additional instruction in pull-out sessions. All instructions are differentiated.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A		N/A	N/A
Social Studies:	N/A		N/A	N/A
Math:	N/A		N/A	N/A
Science:	N/A		N/A	N/A
	N/A		N/A	N/A
N/A	N/A		N/A	N/A
N/A	N/A		N/A	N/A
N/A	N/A		N/A	N/A

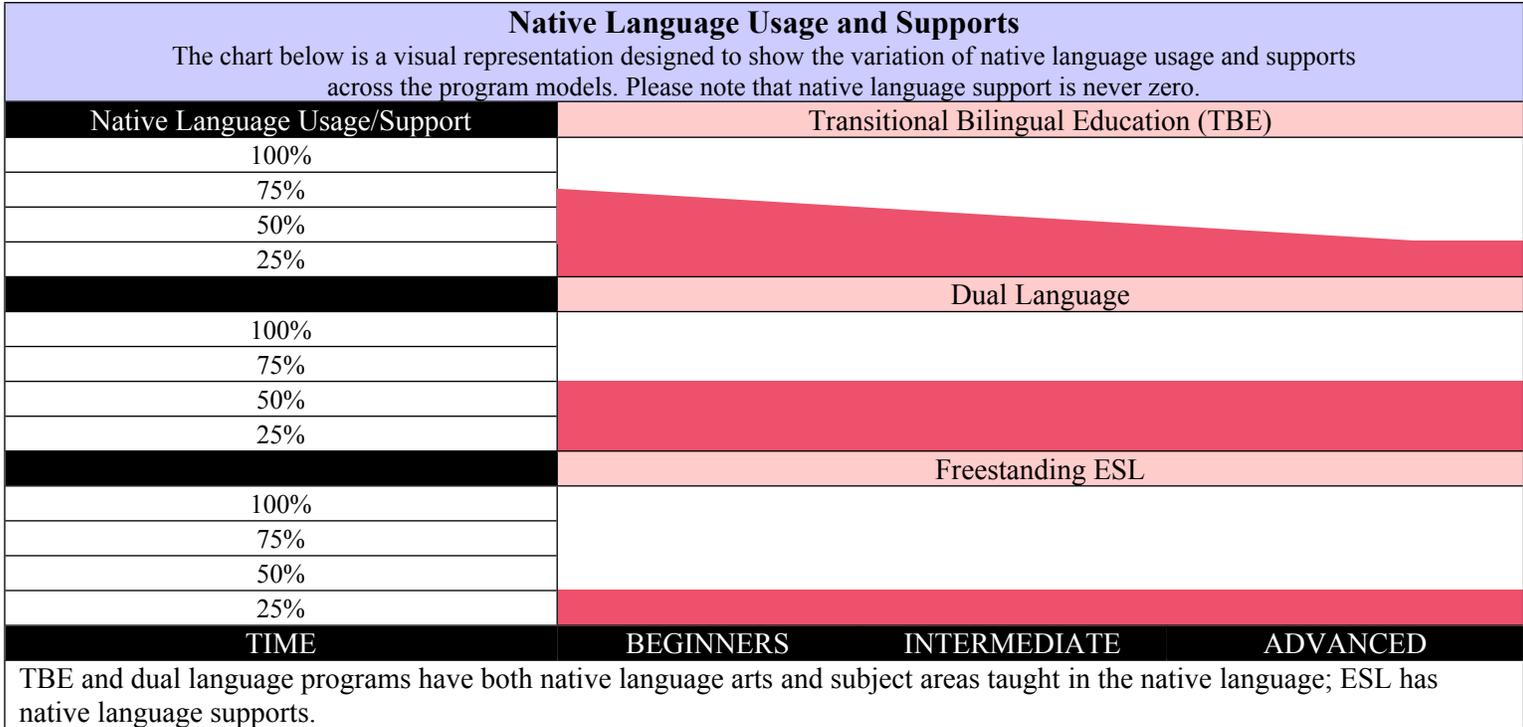
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Our school uses Triumphs Reading program for literacy intervention. To support Independent Reading, we will use 100 Book Challenge which provides books on all levels; RAZ Kids will also be used to support our ELL population. In math, we are using Triumphs Math and in the content area our ELL teacher scaffolds the lesson ; identifies tiered words for instruction.

9. When our ELL students reach proficiency on the NYSESLAT, our ESL teacher redesigns lesson plans to foster mastery of English in listening, speaking, reading and writing.

10. In our plan, we will add RAZ Kids computer reading and vocabulary program.

11. We will not discontinue any program this year.

12. Following the Parent Orientation session, the ESL teacher guides all ELL Students to the programs available in our school, articulates with cluster teachers to ensure that ELL students are provided access to all programs that they are eligible for.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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9. When our ELL students reach proficiency on the NYSESLAT, our ESL teacher redesigns lesson plans to foster mastery of English in listening, speaking, reading and writing.
10. In our plan, we will add RATZ Kids computer reading and vocabulary program.
11. We will not discontinue any program this year.
12. Following the Parent Orientation session, the ESL teacher guides all ELL Students to the programs available in our school, articulates with cluster teachers to ensure that ELL students are provided access to all programs that they are eligible for.
13. ELL instructional materials include: Treasures; Triumphs Reading and Math.
14. Newcomers are allowed to express their feelings and responses in their native language while in the process of acquiring English as an additional language
15. Yes
16. Parents who show interest in our school prior to the start of the school year are invited to workshops designed to give them a jump start into our programs.
17. We offer Spanish as an elective to promote interest in more than one language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Our ESL teacher is sent to our network - CFN 605 ESL specialist for professional development. In the past, the ESL teacher as well as

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.

Paste response to questions 1-3 here

1. Our ESL teacher is sent to our network - CFN 605 ESL specialist for professional development. In the past, the ESL teacher as well as selected staff with ELL learners have attended extensive training with the network for the development and updates on strategies and ELL methodologies. Deconstructing content area texts and rigorous practice have been our pursuit. In addition our ESL teacher will have the opportunity to visit other school and observe other teaching models.

2. Our ESL teacher along with mainstream teachers who have ELL students in their classes, attend data analysis workshops, review students' data and collaborate to design lessons and facilitate extra reading hours in the multilingual library. These sessions at the end of the school year help the transitioning process for our ELL students entering the Middle school. In addition, all fifth grade teachers receive information on available schools that are best suitable for senior English Language Learners.

On scheduled professional development days, all staff receive training in ESL strategies and discuss practical ways of helping our ELL learners.

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?

Paste response to questions 1-4 here

1. At our parent orientation meeting, the ESL teacher and our Parent Coordinator initiate informing the parents all about the programs and activities that are available at our school and community. These programs include ESL and GED classes; Parent workshops such as Nutrition; Parent Leaders; Knitting sessions; literacy and math workshops. The Parent Coordinator maintains communication with parents via telephone; monthly calendars, letters and meetings throughout the year.

2. Our school provides a state certified ESL Program from the Department of Education 3 nights weekly. Parents are encouraged to attend these classes.

3. Our ELL teacher and Parent Coordinator evaluate the needs of our parents during the initial Parent Orientation meeting, and follow-up one-on one and group meetings.

4. Through multi-cultural activities and multi-lingual communication the school provides the parents with information and available resources.

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

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)	4	4	1	3	2	0	0	0	0	0	0	0	0	14
Intermediate(I)	0	2	1	2	0	1	0	0	0	0	0	0	0	6
Advanced (A)	0	0	1	1	3	1	0	0	0	0	0	0	0	6
Total	4	6	3	6	5	2	0	0	0	0	0	0	0	26

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	1	1	0	0							
	I	0	1	1	0	1	0							
	A	0	2	1	4	2	1							
	P	0	0	1	1	2	0							
READING/ WRITING	B	0	2	2	2	1	0							
	I	0	1	1	3	1	0							
	A	0	0	1	1	3	1							
	P	0	0	0	0	0	0							

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

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

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

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

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

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Diane Danay-Caban	Principal		1/1/01
Ava Brown	Assistant Principal		1/1/01
Mona Lucas	Parent Coordinator		1/1/01
Jacques Pinette	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17k398 **School Name:** Walter Weaver

Cluster: 6 **Network:** 605

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.

Parents complete the Home Language Survey and provide information regarding the language they speak at home. Data gathered from this form and from the Parent Orientation one-and-one guides the school administration in providing translation and interpretation to address parents linguistic needs. Given that our ESL teacher is fluent in the languages spoken by the majority of our ELL population (Spanish, Haitian Creole), he provides this service most of the time. In the event, the language spoken by a parent is unknown to him, we resort to the DOE translation services. Additionally, translation of school news letters and calendars and any pertinent school related information is translated in the respective language parents understand.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of our school written translation and oral interpretation needs, continue to be that parents benefit from both oral and written translation in their native language. Oral report of parents' requests is oftentimes reported to our Parent Coordinator, Ms. Mona Lucas. In some instances, requests are made to either the administration and/or the ESL pedagogue.

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.

As indicated in Part A, the languages of the majority of our ELL population are Spanish and Haitian-Creole. Since our ESL teacher is fluent in both languages, he provides translation and interpretation services in each respective language

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.

Interpretation services will be provided by our ESL teacher in-house. In the event the ESL teacher is absent, our School Psychologist, Mr. Garry Jean Pierre, who is fluent in Haitian Creole, provides translation. For the Spanish speaking parents, one of our parent volunteer, Ms. Philipps, does the translation in Spanish.

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>.

In compliance with the Chancellor's regulation A-663, all parents' notifications will be provided in their respective native languages throughout the school year. In instances where the language is not spoken our ESL teacher, the administration will resort to the translation services provided by the DOE. Our ESL teacher translates written documents we send to parents, notifications, newsletters, and calendars.

